

The **ATTA** MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

MAGISTRI

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VOLUME XX

NUMBER 2

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CORRECTION: Catalog No. 25, page 187 — My Literature Book IV, should be 35c, not 25c as printed.

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Imperial Bank Bldg., Edmonton

Provincial Executive Alberta Teachers' Association

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Edmonton District.....G. G. Harman, 10912 127th St., Edmonton

Published on the First of Each Month SUBSCRIPTIONS: per annum: Members, \$1.00 Non-members, \$1.50
Single Copy, 20c

Volume XX

OCTOBER, NINETEEN HUNDRED AND THIRTY-NINE

Number TWO

EDITORIAL

FIGURES DON'T LIE . . . BUT—

ONE cannot help noticing that the school divisions are inspiring confidence and satisfaction amongst the parents and, yes, even amongst the taxpayers of the Province. It was to be expected, of course, that in a number of school districts incorporated in the divisions, where the assessment was high and the mill rate correspondingly low, opposition both vocal and bitter would be manifested. It would be too much to expect of human nature that those called upon to pay more taxes would be thankful because their district would thereby be assisting the poorer ones to secure the same educational advantages as their own children enjoy on an equal basis of taxation; conversely that the school districts of low assessment and high mill rate would protest against or go out of their way to shout from the housetops in welcome to legislation which so pared down their tax bill and gave their children a better start in life. These things were not to be expected. But the fact remains that hosts of citizens—yes, even those who find they must pay a little more to help the children of their less fortunate fellow-citizens—are acknowledging themselves converted to the idea and principles of the large unit. They observe that the schools are running more smoothly; that they are functioning with greater efficiency which promises to increase year by year; that the larger organization is rounding itself out and promising to provide much more adequate facilities for all children, especially in secondary education. So, such are prepared to forego a little local, personal, financial consideration for the best interests of their own children and those of their neighbors, prepared to quit kicking and resist the temptation to play politics at the expense of education. Given a year or a couple of years' experience of the working out of the school division, good, fair-minded citizens have shown themselves ready, even anxious to admit themselves converted as to the soundness of the new order, and to

boost for it. We felt assured that after the first year's operation of the school divisions there would be but a small proportion of the several divisional electors who, left to themselves, would desire to revert to the old order of chaos and comparative inefficiency. It was for this reason that we have refrained as a general rule from feeling ourselves burdened with the responsibility of accepting many of the challenges thrown at supporters of the large unit, in the form of letters in the daily and weekly press of the Province, querulous in tone and savoring strongly, either of that spirit which denounces anything be it good or bad which affects the personal pocketbook, or of party political collusion.

Nevertheless we feel constrained to comment on a certain type of newspaper item (such as that given below) which from time to time during the last two years has appeared in the Press of the Province, sometimes in the form of letters to Mr. Editor, other times in the less personal form of news reports from local correspondents. No criticism can be offered of the newspapers concerned on their insertion, for the simple reason that presumably such items come into the press office in the ordinary course of the day's work and are regarded as bona fide items of interest to the public. In the case in point the newspaper concerned has shown itself more a supporter than otherwise of the large unit. The report given below appeared in the February 21, 1939 issue of the "Calgary Herald":

"TRUSTEES PROTEST LARGE UNIT TAX (By Our Own Correspondent)

Red Deer, Feb. 21.

"Two appointed trustees, Harry Wallace and Russell Pengelly, refused to stand in that position at the annual meeting of the rate payers of the Springvale School District Monday evening in the Springvale school, seven miles southeast of Red Deer.

"Refusal to stand was in protest against the government's large school division, and the meeting instructed the secretary of the school district to write the government and tell it to appoint its own trustees.

"The rate payers declared that they had run their district satisfactorily until now, and the new division took the office of trustee away from them.

"Last year the district had the lowest mill rate of any in the province—only four mills—and the rate payers felt they were justified in their protest. The new enlarged school division taxes this district nine mills this year, an increase of five mills.

"The school was erected in 1910 and has one of the finest rural school grounds in the province."

We did not deal with this particular item ere this because, for one reason, we have neither the staff, the time, nor other facilities to investigate and explore the facts in connection with every case where statements are made evidently intended to discredit the school division. But we did do a little digging-up in this particular case which like many others of that class will not bear close scrutiny. The nub of the report is that that particular school district had its mill rate raised from four to nine. It has been said that "figures don't lie" but did not some cynic counter with "No, but one can lie with figures"?

How does this fit the case of "lying" with figures. We quote a few figures in relation to Springvale S. D. for the year 1938, the year before the Red Deer School Division took over:

Assessment	\$223,987.00
Yield at 4 mills	895.94

Actual Cost of Operation for 1938

Paid by Springvale School Board	\$1,653.41
Left to be paid by Red Deer Divisional Board. Teacher's salary	\$139.95
Sundry outstanding accounts	42.53

	<u>\$ 182.48</u>
Total operating Costs	\$1,835.89
Levy to yield \$1835.89 would be $1835.89 \div 1000 = 8.2$ mills (approx.)	223987

This means therefore that a levy of 4 mills would produce a shortage of $\$1835.89 - \$895.95 = \$939.94$.

(N.B. This shortage evidently must have been covered by proceeds from back taxes and the using up of accumulated cash on hand.)

Yet the report as set forth obviously implies without any reservation or qualifications whatsoever that the Springvale S. D. could and did function in the ordinary way on a mill rate of four mills and that the extravagant divisional board, so to speak, picked the pockets of the Springvale rate payers a further five mills for the year 1939.

Since it is common practice as well as common sense to set the mill rate slightly higher than that required to produce an income to cover estimated expenditure to the last dollar, plus unforeseen contingencies, the proper mill rate of the Springvale S. D. for 1938 should have been slightly higher than 8.2 mills, at least 8.5 mills, possibly 9 mills—exactly what the taxpayers of Springvale are called on to meet this year by the Red Deer School Division.

* * *

We might be pardoned for commenting further on this case. The report states:

"Last year the district had the lowest mill rate of any in the Province—only four mills."

It is a fact that the rate set was four mills, but not a fact that it was the lowest in the Province.

We might suggest that evidently the school board was anxious to use up their surplus of cash before the division took over.

A district able to function (almost) by levying four mills for a particular year might have been a little more generous to the teacher during the "sunny" years of accumulating cash surplus. They might for instance have paid steadily the Statutory Minimum salary of \$840 at least.

We have more than a "hunch" that a little investigation, a little light directed on many other protests of this kind would be revealing and would not stir much sympathy within the breasts of impartial observers—just about as little as would be felt for the pitiful (?) condition of those in similarly easy circumstances who, for their own selfish ends are threatening to "drum-up" a tax strike. The teachers in such areas have seldom been given a square deal, not one bit more square than these school boards and their supporters are now prepared to deal the divisional boards—that is, if they can help it.

Perhaps the time has arrived for the public of this Province to be made a little better acquainted with the tactics of, and half truths disseminated by, certain irconcilables regarding to the school divisions, who are slinging mud at a praiseworthy reform. Their consciences certainly are not overburdened with scruples.

* * *

EDUCATION WEEK, NOVEMBER 5 to 11, 1939

THIS year the Canadian Teachers' Federation has decided to hold Education Week in Canada in conjunction with Education Week in the United States, which is sponsored by the American Federation of Teachers.

Education Week is now a co-operative movement throughout the whole Canadian Teachers' Federation, and it is to be hoped that the A.T.A. will set the pace in regard to this week of publicity for education.

Alberta Education Week is primarily intended to arouse the public to greater interest and appreciation of the work and organization of schools, and to stimulate a spirit of co-operation in public, parents, and school workers in the matter of education. The following suggestions are tendered in order to make the work effective in Alberta for the week commencing November 5th: secure the co-operation of the press throughout the Province in the following forms:

- (a) Intensified news, day by day throughout the week, dealing with local, or general educational topics.
- (b) Intensified articles by educationists, and where possible, local teachers.
- (c) Editorial comment and leading articles.

Next, secure the co-operation of service clubs and similar organizations along the line of special luncheons or banquets with teacher speakers and guests.

As far as possible each local organization throughout the Province will have to take care of their own local situation. The Provincial Education Week Committee is confident that if the members of local groups of

teachers tackle the task in a confident and energetic manner, little help other than general direction will be required.

* * * *

ALL TEACHERS UNDER THE PENSION ACT

SOME teachers seem to be under the impression that any teacher has the right under the Pension Bill passed during the last session of the Legislature to elect not to come under the provisions of the Act: that by informing either the A.T.A., the Department of Education, the Board of Administrators or the school board to the effect that he or she does not desire to participate in the scheme, the deduction of three per cent will not be made from salary.

As a matter of fact, that idea is entirely wrong. Under "The Teachers' Retirement Fund Act" no option whatsoever is given to the teacher to write himself "out"; neither is a school board under any circumstances whatsoever entitled to do otherwise than make a deduction of three per cent from each and every teacher's salary earned. In case this deduction is not made by the school board the Department of Education is none the less under legal obligation to deduct from the school grants to the school board the required amount for the Retirement Fund. If they do not make the required deduction the school board will either be out of pocket to that extent, or, alternately, they will have to collect somehow from the teacher afterwards.

When the A.T.A. Pensions Committee drafted a pension bill for submission to the Legislature at the 1938 session, there was a proviso giving teachers the

privilege of writing themselves out of the scheme. That proposed bill was not laid before the Legislature and the report of the Pensions Committee, delivered at the Annual General Meeting, Easter, 1939, explained their non-success in getting the bill adopted and, at the same time, explained the provisions of the proposed bill. The bill as suggested by the Executive was endorsed by the Annual General Meeting with the exception of that provision which gave the privilege to any teacher to withdraw from the scheme while teaching. This report was adopted unanimously by the Annual General Meeting and the Executive went ahead with the mandate then received to recommend that the Legislature approve the Bill as suggested the previous year with the one exception—the exclusion of the writing-out feature. The sections of "The Teachers' Retirement Fund Act" bearing on this matter are printed below:

3. This Act shall apply to all teachers actually employed in teaching in those school districts or school divisions receiving grants from the Province of Alberta and to any teacher acting as a full-time employee of the Alberta Teachers' Association.

5. (1) From and after the first day of September of the year 1939 every teacher shall contribute to the Fund an amount equal to three per centum of his salary as a teacher earned by him at any time on, from and after the above mentioned date in the manner herein provided,—

- (a) The board of trustees of each and every school district or school division in the Province of Alberta is hereby empowered to retain and shall retain from the salary of each and every teacher the percentage which such teacher is required to contribute to the Fund in accordance with this section, which percentage shall be deducted from each payment on account of salary made to such teacher, and all moneys so retained shall be deemed to have been paid on account of such salary and shall be deemed to be a contribution to the Fund by the teacher from whom the percentage of salary has been retained.
- (b) The Department of Education is hereby empowered to retain and shall retain, semi-annually at the end of each school term, from the grant payable to each and every school district or school division under "The School Grants Act" in aid of schools organized and conducted under the provisions of "The School Act, 1931," an amount equal to the amount so required to be retained by the board of trustees from the salaries of all teachers of each school district or school division during each term, and to receive and pay over to the Board for the purposes of the Fund the moneys so retained or received, and all moneys so retained and paid over shall be deemed to have been paid over to and received by the board of trustees on account of the Legislative grant to the school district or school division for that term.



WELCOME

On behalf of the City of Edmonton
I wish to extend a hearty welcome to
the teachers in attendance at the
Annual Conventions being held in Ed-
monton.

JOHN W. FRY,
Mayor.

TABLE OF CONTENTS

Editorial	1
President's Letter	5
Then and Now in Education, Dr. LaZerte	7
A Skinning 'Em Wage for Teachers, C.T.F. Bulletin 1	10
Schools of Ceylon, Alan McDougall	12
Manual Arts, Dr. John Liebe	15
Book Reviews	16
Marginalia	16
Departmental Bulletin	17
Further Exercises in Speech Training, Leslie Barson	19
The Challenge, D. Arbuckle	21
Association Announcements	22
The A.T.A. Library	23
The New Superintendents	24
The Organization for Reading in Division 1, Dr. D. Dickie	28
Local News	30

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PRESIDENT'S NEWS LETTER » » » » » » » »

THIS year the ringing of school bells was accompanied by another call—the call to arms. Teachers, both men and women, are answering that call and offering to lay down their lives in order that the things which they believe go to make civilization may have a chance to endure. There is little fanfare. Those who go, do so with full realization of the seriousness of the undertaking. Such is true nobility.



RAYMOND E. SHAULL

However, in these stirring times, we must retain our perspective concerning values. The routine of schoolroom work may not seem so spectacular as are sacrifices on the battlefield but victories won there will endure. The task of preserving civilization rests upon the schools. If our civilization is to withstand the shock of another major war our schools must be manned by persons highly trained. The need is for teachers with vision to lead our citizens towards an ideal where the rise of a Hitler would be impossible.

Last spring your Executive, acting on instructions of the 1939 A.G.M., set up a Convention Committee whose work was to organize the Fall Conventions, thus making it possible to arrange a speaking itinerary for one or two outstanding educationists. However, the committee found it impossible to make much progress, since there is a tendency for most local Convention Executives to select the same days—those preceding either the Thanksgiving or the Remembrance Day vacation.

It is to be hoped that those teacher bodies desiring the services of outside speakers at future conventions, will pass resolutions at the coming conventions, instructing their Convention Executives to consult with the Provincial Executive before fixing the dates for the 1940 Conventions.

* * *

Notwithstanding press announcements by government officials that there will be no increase in prices, the consuming public is already aware of a general uptrend in living costs. Salary Negotiating Committees of Local Associations are urged to watch this uptrend. Teachers who closed salary negotiations with their Boards in June or early September are apt to find themselves with very little purchasing power by next Spring.

Statistics laid before the last Canadian Teachers' Federation by Mr. A. J. H. Powell of Edmonton show that teachers are among the poorest paid employees in Canada and that Canadian teachers are the poorest paid of any within the British Empire. Salary Committees must be alert to any change that threatens to whittle down further our real wages.

Fraternally yours,

RAYMOND E. SHAULL.

There is need to teach conservation in the schools—the conservation of natural resources. There is an even greater need to make all America a school in which to teach the conservation of democratic government, by making it function; the conservation of American principles of liberty and equality by putting them into practice; the conservation of responsible citizenship by inducing citizens to meet their responsibilities. Here is our ultimate task in conservation, in these United States of America, and it cannot be left for future undertaking. It is our responsibility, here and now.

From an address by the Hon. Harold L. Ickes, Secretary of the Interior, delivered at the annual convention of the American Association of School Administrators.

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A Non-Royalty Pageant » »

Numerous teachers have requested information from the A.T.A. Office concerning plays or pageants which may be performed without payment of royalties and which are suitable for presentation by school children. Reviewed below is a Pageant answering the above requirements.

A PAGEANT OF CANADIAN HISTORY, by J. B. Callan, B.A., T. C. Mulvihill, B.A., E. C. Scully, B.A. Published by Samuel French (Canada) Limited, 480 University Avenue, Toronto. Paper cover, booklet form, 32 pages. Price 60c.

The scenes in this Pageant of Canadian History cover the period in Canadian History from 1500 to December, 1936, the date of the abdication of King Edward VIII. The highlights in the history of Canada are given in seven scenes bound together by the character, Father Time, who introduces each scene with a few words of explanation and a hint of what the scene will present. It is possible to stage this Pageant in two hours, and amateur performers may present the Pageant without permission from the publishers and without payment of royalties.

CANADA YEAR BOOK, 1939

The national official Year Book of the Dominion of Canada, 1939, is now available to the public at a price of \$1.50. By a special concession, teachers may obtain paper-bound copies at fifty cents each, only a limited number has been set apart for this purpose and early application is desirable. Order the Canada Year Book from the King's Printer, Ottawa, Canada.

RE PICTURES OF THE CALGARY SUMMER SCHOOL PLAYS

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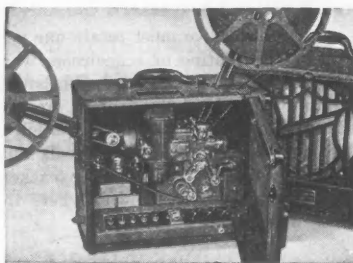
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Then and Now in Education . . .

A radio address by Dr. M. E. LaZerte, President of the Canadian Teachers' Federation, followed by a round-table discussion in which Dr. LaZerte, Mr. J. J. Leblanc, Superintendent of Clover Bar Division, Mr. A. E. Ottewell, Registrar, University of Alberta, and Mr. R. Hennig, Chairman of Clover Bar Division, will participate.

WE INTEND to tell you something of interest about Alberta's Larger School Units established during the last three years, but first a word about our old school districts.

In 1936 there were 3734 school districts in Alberta and 5815 classrooms in operation, with 11,300 school trustees looking after the business. This method of managing schools was clumsy. Contrast it with the system in England where only 317 local school authorities are required to serve the educational needs of forty million people. For little school districts were relatively inefficient. A full year's operation of all schools was not possible; in 1936 there were 473 rural schools that were closed for at least one school month. Teachers' salaries were low and unduly influenced by local conditions. Rural teachers' salaries dropped 29 per cent between 1930 and 1937. Salaries were in arrears to the extent of \$269,000 in 1936 and the problem of financing schools was almost insolvable. The varying tax-paying power of rural districts is reflected by the assessed valuations which were as low as \$3175 in one district and as high as \$550,000 in another and by the tax rates imposed which varied from 2 mills in one district to 65 mills in another.

To complete this picture one must add some account of the many unpainted schools, dilapidated out-buildings, broken seats, old blackboards, and dingy rooms poorly equipped with books, maps and apparatus. In fact, in 1936, in this Province we had reached the point where the average annual expenditure on libraries by rural school boards was \$2.96 and the average expenditure for apparatus and equipment was \$3.21.

You may ask, "To what extent has all this been changed since the creation of the larger school units?" My answer must be, "Only in part, as yet, but we are certainly making progress."

In 1936 eleven large school units comprising 744 rural school districts were created. In 1937 eleven more came into being and now there are 44 such Divisions doing the business of what were formerly 3104 districts. There are now in Alberta only 268 rural districts not in these large units.

There is a board of five members to transact the business of the 70 or 80 schools of each Division. Able men and women are being elected to positions on the divisional boards. The old local districts retain their school trustees who act in an advisory capacity, take care of the local school property and keep a watchful eye on the interests of the children of their particular district, but the Divisional Board takes over all assets and liabilities of the old school districts and finances all the schools of the division with the funds obtained from government grants and the monies available from a uniform tax levy over the entire division, the latter money being obtained by requisition from either the municipalities or the Department of Municipal Affairs. The Board meets monthly to transact its business, members receiving a maximum of 5 cents a mile for transportation and \$5.00 a day maintenance allowance. The Inspector of Schools is the Superintendent of Schools for the Division in which capacity he acts as technical adviser to the Board.

How are the large school units functioning? One bit of evidence bearing on this point is the fact that many who

were strongly opposed to the changes when introduced, are now endorsing the larger units. Before discussing the objections yet raised by many taxpayers, we shall look at the effect of the reorganization upon the educational advantages offered to the children in both elementary and high school grades.

Children in the rural schools of this Province have not had opportunities equal to those of town and city children. Are we equalizing educational opportunities? The answer is "Yes". Better education is now more readily available to many children. By consolidating schools, moving buildings, closing schools where the attendance is small and transporting pupils to nearby larger schools, better service is given more economically. Twenty-two divisions in 1938 spent \$33,920 on transportation and van service. The average length of school attendance has increased from 5 to 15 days per division. Each division is now supplying libraries to all schools. Appropriations of from \$500 to \$3,000 are being made for this purpose. The 44 Boards expect to spend in 1939 a total of \$35,000 on new library books. Books in existing libraries are being assembled, re-conditioned and re-distributed. Libraries are being exchanged among schools so that from 100 to 200 new books find their place in individual schools.

At several rural centres general shop, home economics, dramatics and music courses are being offered and many towns and villages are co-operating in making these same courses available to the children from the rural divisions.

In a few divisions medical inspection of all children has been introduced and in others full-time music supervisors are employed.

High school services are being extended in rural areas. It is practically true that all children who wish to go to high school may do so. High school rooms are opened where they best serve the needs of the majority of pupils and van service is provided for the remaining pupils. The consolidation of resources makes it possible to provide adequate equipment for science, art, home economics or typewriting, as the case may be.

If schools cannot be brought to the pupils, pupils are taken to the schools and housed in dormitories. In two divisions this is being done. Costs to parents are about \$7.00 per month per pupil, only \$2 of which is cash outlay, the remainder representing the value of vegetables and food sold to the dormitory.

There are no high school fees for any pupil of a Division. If pupils attend schools outside the Division the Boards pay the fees. In 1938 the 22 divisions then organized paid \$27,700 in pupil fees. In 1939 approximately \$70,000 of pupil fees will be paid by divisional boards. Many of the pupils for whom these fees are to be paid will be attending fairly large high schools instead of attempting their advanced studies in one-room schools inadequately equipped for such work. In one division in 1938 the high school enrolment increased from 68 to 118, in another division it increased from 28 to 68. Such increases are common. The Board pays for correspondence courses for pupils in remote areas. We believe we are on the eve of splendid improvements in rural secondary education.

How has the larger school unit affected teachers' salaries? There have been increases in all divisions. Salaries are now paid promptly each month. Then too, salary arrears which totalled \$250,000 in eleven divisions in 1935 have been wiped out. In 28 of the 44 divisions there are now no arrears; in 16 others, arrangements for the payment of their \$108,000 arrears are now being made. Salary schedules are to be in effect this year in all divisions. These schedules are mutually agreed upon by Boards and Teachers.

Teachers feel more secure in their positions. Instead of being dismissed, many are merely transferred from one school to another at the end of the year. Both teachers and parents find this policy fairly satisfactory. It will probably increase the attractiveness of rural school teaching if Boards and Superintendents do as city boards do and recognize the principle of seniority throughout the divisional areas.

Salaries are being equalized. This fact causes heartburnings for many teachers. Under the old system it was common to find an experienced teacher with summer school credits, advanced standing and excellent gradings being paid as much as \$200 less than a nearby teacher, less efficient and less highly qualified. The equalization principle is at work here just as it is in the taxation field. *Objection to New Plan*

What does Mr. Taxpayer think of the larger school unit? I must ask, "Which taxpayer have you in mind?" In the same division all ratepayers are now paying a tax of, say, 12 mills. Some of these formerly paid 6 mills, others 15 or 20. Some of those whose taxes are raised complain and condemn the Divisions. Those whose taxes are lowered reap the benefits in silence.

In a few districts total yearly costs have decreased. During 1937 the first eleven Divisions in operation saved \$51,498 on operating costs. In several divisions there have been increased costs. If costs have increased they have been in payment for services which the former small districts were not able to provide. You can't get something for nothing even in educational service. When discussing this question of costs, one Superintendent of Schools in Alberta reports as follows: "If the Division had been willing to leave school buildings in the state of disrepair in which it found them, to leave libraries untouched, to leave arrears of teachers' salaries unpaid, and withal, had been willing to go into the 'red' about \$5,000 a year, it too could have operated on a requisition that would not have exceeded the requisitions and levies made in 1936. It is my considered opinion that the Division in 1938 did not spend a bit more than all its constituent districts should have, but would not have, spent if theirs had been the responsibility of providing for the education of the children in the districts."

face Time will not permit me to tell you of the repairs being made to school houses, of their improved equipment and of how they are being made more healthy and decent places in which to live and work. Janitors are engaged for all schools and their work is governed by regulations. Repair work is done as need arises, and at least one division is maintaining repair shops where old equipment is collected, repaired and varnished. Equipment is moved from school to school as required. Teachers requisition for next year's supplies in June and find them ready for use when schools open in September. Thousands of dollars are saved by bulk-buying of supplies. For \$1014 one division was able to supply free to all pupils fifty little articles ranging from pens, erasers, scissors and needles to first aid kits and paper towels. The secretary of the Two Hills Division reports a saving of 45 per cent effected by the quantity purchase of supplies—\$400 being saved on coal, \$2000 on school equipment and enough on insurance to pay for the services of a full-time nurse to visit all schools of the Division.

ROUND TABLE DISCUSSION

LAZERTE: Mr. LeBlanc, you have been Superintendent of Schools for two of the larger units and you have been an Inspector for many years, how do you think the larger units are affecting school plants and equipment?

LEBLANC: Under the larger units of school administration, it has been possible to improve the classroom equipment in the poorer schools and to strengthen the teaching facilities in all schools. The new constructions are standardized, are modern in every respect and are equipped with basement heating plants and chair desks. During the past year, substantial additions have been made to the supple-

mentary reading libraries, reference texts required in teaching Social Studies and Enterprise Activities, and to the minimum lists prescribed for Science teaching in the high school grades. Besides the ordinary supplies of teaching and seat materials placed in every school, the board has purchased at quantity prices, notebooks, pencils and pens, which were placed in the schools and sold to the pupils at cost.

OTTEWELL: Mr. Hennig, would you say that these and other costs are being distributed equitably among the ratepayers?

HENNIG: No, Mr. Ottewell, a radical revision of assessment is necessary. Heretofore the assessment of farm lands has been based on their value as wild lands and on their distances from highways, towns, markets and elevators. Modern methods of travel make these distances less significant. A revaluation of lands should be based on crop-production capacity. Many farms that were formerly highly productive are now depleted and much of the old wild land formerly thought to be of indifferent quality, is now under profitable cultivation. Assessment values should be made proportional to productive capacity.

OTTEWELL: Mr. Hennig, can you tell us to what extent the enlarged unit has interfered or done away with local autonomy?

HENNIG: To a very small extent, Mr. Ottewell. The local boards are still consulted regarding important matters such as teacher-placement, care of the local school property and the improvement of educational facilities for the children of the district.

The Divisional Board administers the Division under the provisions of *The School Act*. These provisions are almost exactly the same as those under which the local boards operated. The members of the Divisional Board are electors, and in most instances ratepayers, of the Division which they administer. They are nominated, one for each sub-division, at open meetings of delegates. The nomination papers must be signed by one elector and by one of the delegates who are appointed by the local boards. The election that follows at a later date is by secret ballot and there is a poll in each school district at which every elector is entitled to vote.

LAZERTE: Inspector LeBlanc, Mr. Hennig said that local Boards advised Divisional Boards in the matter of teacher-placement. How is the policy of transferring teachers from one school to another working out in your Division?

LEBLANC: Dr. LaZerte, I would say that under the larger unit of school administration, the transfer of teachers from one school to another has worked in the best interests of and to the satisfaction of the teachers and the parents in the Clover Bar School Division. In June of last year, twenty-one transfers were effected, either at the request of the teacher or on the recommendation of the local board of trustees supported by a majority of the parents of children in attendance at the schools concerned. In only one case has there been a complaint that the new incumbent has not given entire satisfaction. With over a hundred teachers under its jurisdiction, the Divisional Board is able to inaugurate a policy of promotions within the school division, which in practice will contribute to continuity of service and to a higher level of teaching efficiency on the part of its staff.

HENNIG: Mr. Ottewell, as a member of a city school board into whose schools rural pupils come for senior high school work, what do you expect from the new system?

OTTEWELL: Two results are to be expected, Mr. Hennig. In the first place, fewer pupils will need to leave their home areas to attend high school. Facilities will be provided nearer home. And those who do come will be better prepared as their home schools will be better staffed and equipped than formerly.

HENNIG: Inspector LeBlanc, what is the effect of this new system of administration on your efficiency as a Supervisor of Schools?

LeBLANC: I would say, Mr. Hennig, that the Superintendent is brought in close association and in a more intimate advisory capacity to the trustees through attendance at each regular meeting of the Divisional Board. When his reports on the schools and the teachers are read, he is in a position to make direct representations to the Board members for the improvement of teaching facilities. He is consulted on the appointment of the teachers and is therefore in more complete possession of their qualifications and aptitudes. In the field, the Superintendent has been able to offer closer supervision and direct guidance to the weaker class organizations and to foster more effective co-operation between local boards, parents and the teacher.

What are the most challenging problems the Divisional Boards face at the present time, Mr. Hennig?

HENNIG: Well, Inspector LeBlanc, with the many demands for additional services our biggest problem this year is to keep our expenditures within available revenue from the Municipalities and the Department of Municipal Affairs. Many Boards face the difficult task of renovating, improving and even enlarging their dilapidated schools.

Our first major problem is to equalize educational opportunities at the elementary school level. Then will come the extension of desirable services for these same grades. When grades 1 to 9 have been adequately cared for, we shall be free to improve the facilities for secondary school grades, increasing our offerings in both compulsory and optional subjects.

LeBLANC: Dr. LaZerte, can you tell us what the Alberta Teachers' Association thinks of the Larger School Units?

LaZERTE: Although aware several changes will have to be made before the school divisions can function with maximum efficiency, after three years' experience the teachers of Alberta endorse without reservation the Larger Unit.

Where the division has been established, local squabbles do not figure so largely in school affairs. The divisional board now has a specialist, the Superintendent, at its disposal to

disentangle local difficulties and advise them. The teacher has therefore greater security of tenure.

The divisional board is able to look after the living conditions of the teachers: teacherages are repaired and made more habitable and homey.

No longer are the teachers submitted to the indignity of "boarding out the taxes". The teachers in each division are a unit, can easily be organized and business with the school board is now done on a collective basis which results in happiness and co-operation.

Throughout the division, even in the depressed and pioneer areas, school equipment is being improved, repairs are general, school libraries are receiving attention, the teachers no longer have to wait months for chalk, ink and other supplies. Last but not least, salaries are paid regularly.

Although salaries have been but little increased, in individual cases even lowered, the conditions under which work is carried on have improved. The administration of the schools is now more business-like. Teachers are happier and more optimistic than before. The stage is set for a better type of rural education as soon as both assessments and government grants are equalized and real property ceases to be so exclusively responsible for the provision of educational funds. The Alberta Teachers' Association believes further that when these adjustments have been made, both Boards and public will demand and willingly pay for the type of professional service which it and other teacher federations were created to provide.

CHAIRMAN'S SUMMARY

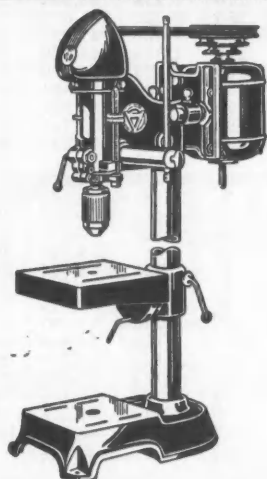
1. We do not pretend to have arrived. We are definitely attacking on a province-wide basis a problem not elsewhere solved. We must learn from our own experience.

2. Total costs will probably increase, but will be justified by better service.

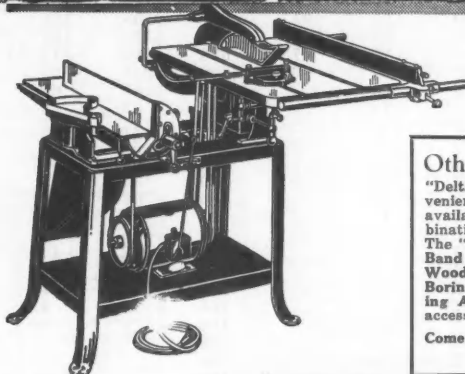
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C.T.F. Bulletin No. 1, Addressed to Every Teacher in Canada

IN AUGUST last, delegates from all provinces of Canada met at the Canadian Teachers' Federation Conference in Montreal. They considered a lot of important business, but above all they considered a big report on Canadian Teaching Salaries, prepared and presented by the Alberta group.

The conditions revealed by that report were so disgraceful, and so bluntly set forth, that the Conference resolved to take prompt and vigorous measures. For one thing, it was decided that every Canadian teacher must know where we stand among civilized nations, and an expenditure up to \$500.00 was voted to the Publicity Department for that purpose.

This is the beginning of that work. If you keep these C.T.F. Bulletins throughout the year, you will have the most complete and important survey so far published on the subject.

The Whole Situation

Here is Table A of the report. It is not quite a complete picture, because there were 4000 Quebec teachers of whom exact information was lacking. But you can rely upon its essential truth and fairness.

Please study the table. If you are an educationist, ask yourself what hope there is for progress in the educational service of great areas of Canada, when over 32% of our teachers receive less than \$50 per month to support life and nourish professional growth. If you are a comfortably located city teacher, ask yourself whether you can gaze aloof upon the submergence of thousands of your fellow-teachers in abject poverty, without raising hand or voice in their

behalf. If you are a town teacher in the modest middle ranges, snap out of the small-town snobbery and look around for a way to contribute something more than your hired services to the educational advancement of your province.

British Columbia and Alberta have between them 9,635 teachers, of whom only 628, or 6.5%, receive less than \$700 a year. Ontario has 21,629 teachers of whom 4797, or 22%, receive less than \$700 a year. Now mark this: B.C. and Alberta have between them a gross income assessment of about \$114,000,000.00, while that of Ontario is \$469,000,000.00 (five-year average in both cases). At the last official estimate, B.C. and Alberta had .138 of Canada's population. Ontario had .334. Evidently Ontario is highly favored in actual realized wealth; and yet Ontario has been content to maintain nearly 5000 teachers on the barest subsistence wages.

The Prince Edward Island column looks bad enough, but the true picture is probably worse. In that charming isle of the Gulf, the Department puts out an Annual Report in which every teacher is listed by name, and his total earnings stated (whether to shame or to reassure the taxpayer, we leave you to guess). Taking a page of rural and village schools from each of the three counties, we find by addition that a gross salary amount of \$23,278.60 was paid for a full year's teaching in 62 rooms. That gives an average of \$375.46 per teacher, and that is typical of P.E.I. outside of Charlottetown and Summerside.

The Rural Teacher. It is, of course, the rural areas of Canada which suffer most from the inferior discontinuous and immature educational service which is the most that such

TABLE A.—Distribution of Salaries of Canadian Teachers, 1938.

	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Total	Cum. Total
Under 300	9	0	71	1,294	0	4	2	..	..	1,380	1,380 2.34
300-400	67	147	104	6,311	76	46	260	..	..	7,011	8,391 14.23
400-500	316	786	767	273	214	485	2,079	..	..	4,920	13,311 22.57
500-600	115	777	594	201	1,071	994	2,035	21	..	5,808	19,119 32.41
600-700	67	366	253	153	3,436	484	1,011	607	..	6,377	25,496 43.22
700-800	34	240	212	195	2,286	310	451	1,253	348	5,329	30,825 52.26
800-900	32	196	122	118	1,794	208	283	1,703	431	4,887	35,712 60.54
900-1000	9	166	90	41	1,436	238	264	504	340	3,088	38,800 65.78
1000-1100	3	166	50	133	1,356	152	138	269	280	2,547	41,347 70.09
1100-1200	2	139	116	94	969	105	121	166	246	1,958	43,305 73.41
1200-1300	1	136	89	577	833	125	121	185	255	2,322	45,627 77.35
1300-1400	..	56	137	47	650	99	113	99	203	1,404	47,031 79.73
1400-1500	..	33	29	6	649	217	89	120	212	1,355	48,386 82.03
1500-1600	6	22	16	..	782	141	66	130	160	1,323	49,709 84.27
1600-1700	1	32	24	..	497	52	56	167	456	1,285	50,994 86.45
1700-1800	..	19	9	..	544	147	45	114	79	957	51,951 88.07
1800-1900	..	17	18	..	512	31	28	91	93	790	52,741 89.41
1900-2000	..	13	25	..	412	35	48	59	66	658	53,399 90.53
2000-2100	..	13	14	..	320	35	23	46	64	515	53,914 91.40
2100-2200	..	11	13	..	388	32	19	41	61	565	54,479 92.36
2200-2300	..	11	12	..	1,021	29	16	36	59	1,184	55,663 94.36
2300-2400	..	10	11	..	278	25	14	31	56	425	56,088 95.08
2400-2500	..	7	9	..	196	23	11	26	52	324	56,412 95.63
2500-2600	..	4	2	..	240	15	12	26	52	351	56,763 96.23
2600-2700	..	3	2	..	220	13	10	24	51	323	57,086 96.78
2700-2800	..	2	2	..	200	11	8	22	49	294	57,380 97.28
2800-2900	..	2	1	..	190	9	6	20	47	275	57,655 97.74
2900-3000	..	2	1	..	165	7	4	18	45	242	57,897 98.15
3000-3100	..	2	1	..	110	7	2	18	14	154	58,051 98.41
3100-3200	..	2	..	..	105	5	2	16	12	142	58,193 98.65
3200-3300	..	1	..	..	100	4	2	15	10	132	58,325 98.88
3300-3400	..	1	..	..	95	3	1	12	8	120	58,445 99.08
3400-3500	..	1	..	..	91	2	1	10	6	111	58,556 99.27
3500 and over	..	1	1	..	393	5	..	15	16	431	58,987 100.00
Total	662	3,384	2,795	9,443	21,629	4,098	7,341	5,864	3,771		58,987

NOTE: In the above table the Quebec figures relate to salaries of the 9,443 female lay teachers in Catholic primary schools.

starvation wages can buy. We have not the 1938 figures at hand for the moment, but here are figures for eight provinces in 1937.

Number of Rural Teachers Paid Less Than \$500.00 in 1937

P.E.I.	349
Nova Scotia	957
New Brunswick	901
Ontario	64
Manitoba	809
Saskatchewan	2,535
Alberta	0
British Columbia	0

Total5,615

A conservative estimate would place the Quebec figure at not less than 7500; giving 13,115 as the approximate number of Canadian rural teachers receiving less than \$500 for a year's work. Look out for our next Bulletin, when you shall read what other British nations pay their rural teachers.

Salaries and the War. Let us reject at once any thought that the national emergency must silence our protest against things as they are. Do you remember what happened in England at the conclusion of the last Great War; how the Right Honorable H. A. L. Fisher introduced into the British Parliament a programme of educational progress which simply staggered the post-war financiers by its demands? True, the bulk of the programme was "ditched" for a time, but it gave expression to an almost terrifying war-time discovery: that the British military effort was being undermined by a shortage of trained intelligence for officers' duties, and by an excess of "C3" physique among the manhood reserves. The chickens of a haphazard, impoverished educational service had come home to roost. Out of that war fright came one important thing, a dignified and adequate scale of teachers' salaries, known as the Burnham Scale.

Surely the point is clear. The poverty and weakness of Canada's educational service (as exemplified in the fact that Canada has the poorest-paid teachers in the British Empire) is a part of the national danger and the national emergency. In modern warfare a semi-illiterate people is under heavy handicaps. It is the right and the duty of the Canadian Teachers' Federation to shout its warning before it is too late. "B. BATTLE AXE."

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SCHOOLS OF CEYLON - - -

By MR. ALAN McDOUGALL

BELIEVE it was Samoa, wasn't it, that so enchanted Robert Louis Stevenson that he was content to spend the last years of his life upon that island of the south seas? I can't personally vouch for Samoa but I am sure that the island of Ceylon would have had much the same effect on him, because its tropical beauty makes an impression which is there to stay. The long lines of curving beach against which the surf gently rolls, the whiteness of the sand before a background of thick foliage topped by the towering Coconut palms against a sky of delicate blue and soft lazy clouds come closer than anything else to making one feel for the moment as Magellan or Captain Cook must have felt when they beheld their first palm-studded isle. Occasionally through the growth, perhaps huddled down in some small valley or perched sedately upon a hill, snatches of the thatched roofs of the natives' houses may be seen; or the red tiles of more substantial dwellings and the silver domes of grey turrets of the missions which spread out leisurely with care-free design. Mission bells! Two words which have been used over and over again by writers and songsters, yet to hear them is to appreciate truly their charm. In the early morning, just before the off-shore breeze dies away, when the moon is still a red globe hanging over the western horizon, when the first stray rays of the sun are pushing themselves forward and upward from the east and the trees and buildings along the shore line are silhouettes now beginning to take on a definite shape, then from a mission atop the little knoll, come the clear and mellow tones of the silver bells. It is the only sound which floats across the waters of the bay and it is the silence coupled with that feeling of just awakening that really accents the quiet sweetness of the chimes. The same is true of the evening, for the morning and the evening are the best parts of the day. Yet in the evening these same bells seem to tell a different message. In the period of the dawn they are waking you to the consciousness of another day, so gently that you haven't any excuse for getting up on the wrong side of the bed. They insist upon your rising, yet with a nicety and subtlety that is very disarming. But at the close of day, their voice seems to persuade you to forget what has passed during the day. They ask you to gaze upon the millions of sparkling facets where the moonlight plays upon the surface of the harbor and to hear the soft, drowsy hum of the city in the distance; to look up into the star-flecked heavens where presently the Southern Cross will take its place not far from Orion, so that when the last gentle chime has spent itself, out somewhere over the darkening sea, you yourself are quite ready to follow the mission bells into sleep until another dawn.

But the title of this article mentions something about schools and we'll get right into that as soon as I take a paragraph to describe briefly Colombo, the capital of Ceylon, and its harbor.

Entering the port from the west, you can see that it is not a natural harbor as a sturdy breakwater goes out and across a slight indentation thus affording protection from the storms. There are two entrances with not much more room than to allow a large vessel to pass through. But at night these gates are well illuminated by red and green lights, and a pilot always goes out to fetch a ship in. Within the harbor are no long series of docks or jetties. Instead there are rows of firmly anchored buoys to which the ships tie up fore and aft, so that in order to get ashore everyone must hire a boat or launch and there is a regular organization of boatmen who have a fixed fee. They usually try to get more. There is plenty of business for them, however, because Colombo is a

very busy port of call since all the liners, and many of the freighters travelling from the Orient to Europe stop here, even if only for a few hours, and passengers are in a desperate hurry to get ashore, that they may carry back with them some impression of the island. The streets are wide and very clean. A large number of the local citizens (I don't like to use the word native too often) speak quite fair English and are polite in their answers to your questions. I believe that a good general impression of Colombo is that of cleanliness and neatness.

I visited the Government Training College (for teachers) several times and as this is the main training centre it will probably provide a good idea of how the teachers in Ceylon are trained.

The buildings themselves are all one story structures built to form quadrangles and wings which extend over quite an area, forming the inevitable inner courtyards especially peculiar to the East. Along each side extends a type of portico so that one may go from one to the other without stepping out into the sun, and lining these walks and filling the numerous plots are the typical trees and ferns of Ceylon. Large Banyan and Mango trees stand near the entrance.

The practice school is slightly apart from the College but of the same design. The classrooms are rather smaller than ours but of necessity with greater height and more window space. No doors. The children start school at about the age of five and one half and classes run as school year one, school year two, etc., corresponding to our grades but there is a differentiation made in one aspect. The children who look upon English as their mother tongue rather than what might be called their native tongue are taught in English from the start so that when they leave, they have a good knowledge of that language and not so good a knowledge of Sinhalese or Tamil which is taught incidentally. On the other hand those children who regard Sinhalese or Tamil as their main language commence their studies with that as the medium of instruction and do not learn English until the age of eight, so that they will have just a working knowledge of the latter. The same applies to the student teachers. No matter what one regards as the native tongue, instruction is given in the others in order to meet the conditions of the country.

It is interesting to note here that the project method is being started but has not advanced to the enterprise stage as yet. The pupils' desks are moved so that they are in groups of four and when a project is assigned to them, the four students work together to complete the work. During their endeavors, questions of difficulty are referred to the teacher who assists each group and when the same question arises from many of the groups, she treats it as a class problem. At present the movement is still in the experimental stage here and its worth yet to be determined insofar as it is applicable to Ceylon schools. However, I believe they are being convinced, as many schools in the rural areas are now teaching practical needs of the community in the project manner. Ceylon is definitely an agricultural country and it is thought that a great benefit will result from these rural schools in that the country lad will stay in the country where he belongs and out of the city where it takes more than a few words of English to make a fortune.

The student teachers themselves may enter the College upon obtaining a Senior School Leaving Certificate (like our Grade Twelve diploma, or Matriculation). But even with this qualification only about forty of each sex are admitted each year for the two year course. Tuition is free and the only charge made is mainly that for food which amounts to Rs.

230 (230 rupees will come to about \$60) and everyone must be in residence. During the two years spent here the usual subjects are studied with the difference noted above regarding language. And then government diplomas are issued to the students in training which makes them certificated teachers. (There are still uncertificated teachers in the island.) Next, as in Alberta, it is the duty of the new initiates to find a position and I suppose the Ceylonese hopeful finds a place somewhere in the jungle, just as Alberta's young teachers find schools in outlying areas. Another similarity here, which I suppose is universal, is the fact that lady teachers outnumber the men and—I don't know whether I should say as in Alberta—they are preferred.

It is a beautiful environment in which to study. Students have a pleasant unconventional air about them as they walk from room to room, the men dressed quite after the European style, many of the ladies in western dress but some in the gaily colored saris of their race. It seemed rather odd, watching a class doing rhythmic exercises to the accompaniment of the piano, to see part of the class in these long flowing gowns swaying with the measures of the music. It didn't appear natural against the other girls' more appropriate costumes, and yet for individual grace, they create a lovely picture. Behind the scenes, I learned that they wouldn't have been allowed to come to P.T. without changing if the regular instructress had been there.

The music room, large and open to both sides was occupied by a small class of men who were at that moment being taught Oriental music by the instructor. We were favored by a trio taking up the air and giving it the real Eastern atmosphere. It is difficult to describe this music, as it is so different to what we are accustomed; so I hope you won't take it amiss if I compare it to some extent with the pipes o' Scotland with the multitude of slurs and trills which an outsider finds it impossible to imitate. I like it.

Passing along the open corridors we come to the dining rooms, the men's separate from the women's; and more classrooms, some of them in English, others in Sinhalese. Then the work shop where carpentry, pottery making, modelling and weaving are taught. It was here that I saw some of the remarkable art work in design and the human figure copied from the figures in some ancient temple, which enhances the reputation of the Ceylonese as artists.

The College and some of the other schools are definitely government institutions but there are many others which are assisted by the payment of grants but over which the State exercises control. The latter include numerous places of religious education, even a Buddhist school where priests are trained, being subject to certain rules of the department. The teachers as a whole lack the unity of a strong national organization, no doubt because of the differences between English and Vernacular schools, with a dash of politics

thrown in, but an All-Ceylon Teachers' Association is now throwing off its swaddling clothes and preparing to fortify itself along ethical and business lines.

SEA SUDS

As I have said, Colombo is the calling place for hundreds of ships but nothing was so impressive as the entrance of the French battle-cruiser "Primaucuet", which after firing off the salute which was answered by the land battery from the Fort, slid smoothly into the harbor; a grim picture of lean, grey lines; business-like guns jutting out from fore and aft while three seaplanes poised upon the decks appeared like huge birds, impatient to be off. When the U. S. Saratoga a gun boat of the Asiatic fleet came in soon after, she not only cut a shabby picture alongside the Frenchman, but also gummed up the game a trifle. Supposed to come in one morning, she hove in sight the evening before, prepared to enter the harbor but had to go out to anchor as the land authorities weren't ready and the gun salute couldn't be registered just then. So back again went U. S. Saratoga to enter the next morning amid the roar and boom of land and sea batteries. In fairness to the ship I must say that she is one of ancient mold and is now on her way home to be scrapped. As one of her gobs told me, in heavy Bostonian accent, "You'll probably be shaving with part of her next year".

A line or two for the British Navy. H.M.S. Norfolk called in to go into drydock and, like the French ship, she brought forth a few sighs from the onlookers.

Ninety-four per cent of the children of Ceylon speak only the local languages, but in Colombo where the European influence is felt most keenly, the children pick up the odd English expression. A very noticeable one being the prefix words, "I say". I suppose it won't be long before they'll add "Pip pip" to that.

An incident often suggested but rarely happening. One of the sailors (who incidentally boasts of a reddish covering to his pate) was busy painting the sides of the ship the other day. To do this, a plank is suspended from the deck so that one is in a similar predicament to these idols of children who color the sides of buildings, only in this case, there is water below instead of solidified pavement. Upon the plank with the sailor was a large pail of black paint and one of red, so that when our friend slipped from the plank and zoomed towards the water, first the red paint caught up with him and laid an excellent foundation and then before the tinted top could hide beneath the protecting blanket of blue, the black paint completed the work of destruction. I understand that considerable coal-oil was required to restore the original hue to his locks.

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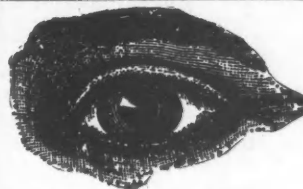
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By A. T. Batstone. 75c.
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Our New Executive Member

MR. H. C. MELSNESS

District Representative for N. W. Alberta

MR. H. C. MELSNESS, who succeeds Mr. H. T. Sparby as Representative for North West Alberta, has been teaching at Grande Prairie for the past five years, and is well known to most of the teachers in that vicinity.



Mr. Melsness was born in Minnesota, and came to Alberta as a boy when his parents settled in the Peace River country in 1913. His public and high school education was completed in the Grande Prairie district, and he took his Normal School training at Camrose in 1925-26. He has taught at Kingman, Camrose, Daysland and Grande Prairie. At the latter place he was for four years principal of the Public School, and is now in charge of the Intermediate School.

Mr. Melsness has spent many years in the North both as a teacher and otherwise, and should be well qualified to represent the teachers of that district on the Provincial Executive. He has been a member of the A. T. A. since before the passing of the *Teaching Profession Act*, and has been active in the work of the Association in his locality, having served on several occasions as a member of the Local Executive.

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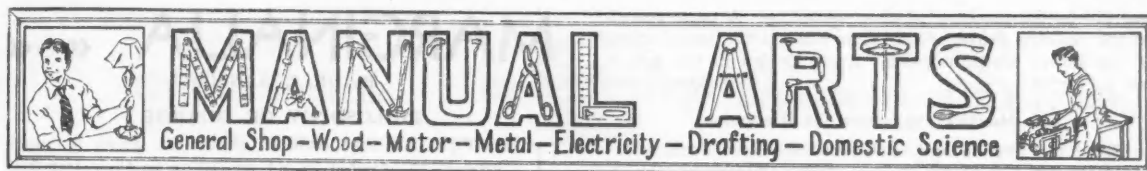


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The Layout of School Shops

By JOHN LIEBE, Ph.D.

General Shop Instructor, Lethbridge

SCHOOL shops and home economics rooms have now become a going concern in Alberta. Since their organization began three years ago with about sixty rooms of one kind or another many other school districts followed. Much valuable experience has been gathered in this short time, and the Institute of Technology and Art in Calgary offers detailed and practical suggestions for new lay-outs. In spite of that, we find that the organization of a new shop or home economics room usually gets under way in a great rush. In June a school board decides to go ahead, engages a teacher in July and begins to make inquiries. If a precise list of requirements happens to be obtained from someone who is competent, a first order for equipment is rushed off in August. Lucky the district that has a mechanic on the board who is given authority to push preparations! On the first of September the new teacher finds himself surrounded by a crowd of beginners and is supposed to begin with laying out a new shop at the same time. Almost every activity has to start in an irregular fashion, just to get things going; most students have to wait a very long time till they can be put to work; discipline suffers and much energy has to be wasted on the irksome task of getting things straightened out again.

It is difficult for a district without any experience in the laying out of shops to avoid such a muddle. The mistakes that are made in the rush of such a start have to be paid for in cash. A school board that has profited by experience in this manner will never go about this business again in the same dilettant manner. This I realized when I came to my present school district. Two shops had already been equipped previously "on a shoe-string"; and numerous alterations had to be paid for to right the hasty arrangements of the start. So when I prepared for the opening of a third shop I had the good fortune to deal with a board that knew all about starting shops. The correspondence began early in June. I was given an opportunity of looking over the building and could take down the dimensions, the location of windows, doors, chimneys, gaspipes, etc. The contract was drawn up at the earliest possible date and suggestions were welcomed. I sent in a plan for the lay-out and a fairly comprehensive list of equipment, beginning with what was absolutely necessary, followed by a larger group of items that seemed desirable. It was arranged that I should spend a month in getting the shop ready. During August every item that I had put on my list of equipment arrived in time to be installed before school opening. I did not have to go around from one authority to another for a pound of nails or some pieces of lumber: the school office at once set up a routine for purchasing supplies. I do not say that the shop was in complete working order on the first of September, but every student could start work during the first school week. In the first year the shop was not used to full capacity, and some of my teaching-time was set aside to be devoted to the improvement of the shop. From the second year on the shop was used ten half-days per week, providing accommodation for some two hundred students.

While I am writing this I cannot help worrying about a friend who visited me a few days before school opening, 1939,

on his way to his two new school districts. I do not know how things are going just now; but this is what his school boards had arranged for him. He is to serve two towns, more than fifty miles apart. Each will have its own general shop, both of which have to be equipped and brought into full operation at once. He is to hold five half-day classes in the town where he resides, namely on Monday, Tuesday and Wednesday morning. He is then expected to drive over to the neighboring town between twelve and half-past one to teach five classes in the other shop, on Wednesday afternoon, on Thursday and on Friday. The allowance that has been mentioned so far is very moderate and almost everything is supposed to be built by the beginners. Even for an energetic worker like my friend this is an impossible task. I believe that his best chance lies in persuading the boards to alter their arrangements for the first year without dampening their enthusiasm or disappointing their expectations.

The task of the instructor who starts a new shop is first of all a psychological one. As a new-comer he naturally wants to be obliging. If he is confronted with an impossible task he will probably say that he will do his best and that he hopes he'll manage. This is all very well on occasion, as long as he is able to take the initiative at the same time. He will never again have the wonderful opportunity that offers itself in the first year and in particular in the first week in the life of a new shop. As a rule the board will not know exactly what the new venture is going to cost, nor are they too sure how much is available. What really matters is the fact that the district wants a good shop, at least as good or better than the one they have seen or heard of. Usually there is no one who has a clear conception of the details. The instructor's suggestions are expected with eagerness. In other words, it is the psychological moment for the instructor to take things in hand in a tactful manner, and exploit this rare opportunity for the benefit of Education on technical lines. How to go about this delicate task is a problem that will be dealt with in next month's issue.

HOME ECONOMICS HELPS

A wealth of colored cross-stitch designs, borders, pictures, and monograms is found in "D.M.C. Marking Stitch," 3rd series, a booklet which may be obtained from the large departmental stores in Edmonton and Calgary at a small cost.

The Singer Sewing Machine Co., 424 Portage Ave., Winnipeg, will send you the "Singer Service Information Blank" on application. On this form many useful service pamphlets are listed.

A set of 15 colored charts (28"x20") on the "Composition of Food Materials" is sold by the Bureau of Home Economics, State Dept. of Agriculture, Washington, D.C. Price \$1.50.

The above material will be a stand-by to the teacher who opens a home economics room.

Margaret Lang, B.Sc., Lethbridge.

GENERAL SHOP HELPS

Forty simple projects in wood work are illustrated in isometric projection and described by working drawings in a folder called "What to Make With Wood and How," sold by the Brown-Blodgett Co., University and Wheeler Aves., St. Paul, Minn. 10c a single copy; 100 copies \$4.25. Many projects are suitable for beginners. The folder is an excel-

lent aid in the teaching of shop sketching. A copy posted on the bulletin board of the shop will set the imagination of the slower students going. Every design in the folder can be varied.
—Contributed.

This Month's Suggestion for Discussion

Since the flexible and varied courses have been introduced we often hear the slogan, "Each student should do a different piece of work." Is this possible and feasible?

BOOK REVIEWS « «

DRUMS, TOMTOMS AND RATTLES (Primitive Percussion Instruments for Modern Use) by Bernard S. Mason. Illustrated profusely by Frederic H. Kock. Published by the A. S. Barnes & Company, 67 West 44th Street, New York. Price, \$2.50.

This book gives detailed information about the use and history of drums, tomtoms and rattles, and, in addition, tells how to make these instruments.

HIGH DAYS AND HOLIDAYS IN CANADA (A collection of holiday facts for Canadian Schools) by Annie H. Foster, M.A., and Anne Grierson, B.A. Published by the Ryerson Press, Toronto. Price, 50 cents. Paper cover.

As the title indicates, this book is a record of the origin and history of all the holidays and days of special significance which we Canadians celebrate. Written in a style quite comprehensible to children, this little book would make an excellent addition to the classroom library.

* * * *

OUR LIFE TODAY (An introduction to current problems) by Francis L. Bacon and Edward A. Krug. Illustrated well and humorously by C. E. B. Bernard. Published by The Macmillan Company of Canada Limited, 70 Bond Street, Toronto. Price \$1.76.

This book attempts to link the work of the students in the classroom with the problems which these same students will meet when they leave school. The business of the world outside of the school is brought into the classroom so that the student will not meet a strange world but a familiar one when he leaves school.

Easy to read and understand, carefully indexed, and abundantly illustrated in a manner which will charm the students, this book would make a helpful reference book for Social Studies in the Intermediate Schools.

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MARGINALIA « «

By DR. C. SANSOM

PHILOSOPHY OF IMPULSE

THE THEORY that children should be given as much freedom as possible to act according to their impulses and desires in school situations has been given a good deal of prominence in Alberta the last few years. It is taken to be one of the basic principles of the "Enterprise" techniques, and it marks off more clearly than anything else the "new" education from the "old." As the theory derives its prestige mainly from the philosophical writing of Dr. John Dewey, it might be of interest to try to set down as simply as possible what Dr. Dewey has been trying to say to us in regard to this matter.

As far as I can make out Dewey holds that behavior quite properly and necessarily flows from impulse. But he does not hold that all behavior properly or desirably flows from the natural or native impulses. It is just here that education comes into the picture. It is the function of education, according to Dewey, to change the quality of the impulses. It does this by making them intelligent. The native impulses and urges must be reconstructed, remade, continuously transformed by the growing intelligence of the child. Raw, native urges must, of course, often be inhibited, but the inhibition should come, not from some outside authority, but from the individual's own impulses as reconditioned by intelligence. Not just any impulse will do. Impulses into whose formation intelligent judgment has not entered are just whim and caprice, and conduct which emerges from these impulses is not "free" conduct at all; we have then only the "illusion of freedom", as Dewey would say. In that case conduct is directed by forces over which we have no control. It is only, says Dewey, when we act with intelligent foresight of consequences, a foresight gained, not from authoritarian morals, but from the results of former experiences, that we can be said to be in any real sense "free". The impulses are intermediary between intelligence and conduct. Intelligence flows through impulse into conduct. Hence, according to Dewey, freedom is the outcome of intelligence. Dewey does not hold, as so often represented, that intelligence is the outcome of freedom. If this were better understood by the followers and admirers of Dewey, perhaps a little less nonsense would be said and done in the name of the Master.

Let me hasten to add that it was no part of my intention in the above to defend or support Dewey's philosophy of impulse. I have been merely concerned to try to state what, as I understand it, that philosophy is. I may try to sketch for you the opposing philosophy, the "philosophy of ideas", in a future issue. This is quite enough of this for now.

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No. 35

RE FORESTRY LESSONS

The Department has received from the Department of Mines and Resources, Ottawa, some very attractive booklets entitled "Forestry Lessons", for use in elementary and intermediate grades. Copies of these will be sent free to teachers. Requests should be directed to the General Office, Department of Education, Edmonton.

RE SOCIAL STUDIES 1 and 2 (Grades X and XI)

The minimum requirement in Social Studies 1 for the year is as follows: Bulletin II, outline beginning on page 7—Themes, 1, 3 and 7 together with two optional themes, and Current Events.

The minimum requirement in Social Studies 2 for the year is as follows: Bulletin III, outline beginning on page 20—Themes 1, 2 and 4, together with two optional themes.

TABLES OF LOGARITHMS

The Examinations Branch of the Department has for distribution a number of copies of the tables of logarithms reprinted from the Stanley and Smith's *Arithmetic*, formerly used in Grade XI. These tables are very useful to students of General Mathematics 1 and 2. They may be had postpaid from the Examinations Branch at the rate of two for five cents.

READ THIS!

IMPORTANT NOTICE RE ADMISSION TO ALBERTA NORMAL SCHOOLS IN SEPTEMBER, 1940

All persons who will seek admission to an Alberta Normal School in September, 1940, are advised that whether they will have completed the *unrevised* or the *revised* high school programme, they will all be required to take, in June, 1940, two special examinations: (1) a general test and (2) a survey test in Mathematics and Science.

All persons who have applied for admission, this year or previously, and who intend to apply again for admission in September, 1940, are notified that their applications will not be considered unless they have taken the two special examinations in June, 1940.

These special examinations will be given in June of each year, but there will be no supplemental tests in August. Students will be permitted to write on these tests once only. The average standing in high school work combined with the score in these tests will be the basis for provisional admission to the Normal Schools. The Registrar will admit candidates provisionally in the order of their rank, beginning with those whose average standing and score is the highest.

High School students proceeding under the regulations of the revised High School Programme will not be permitted to write on the Departmental Examinations in subjects of the Third Year in which they have taken neither classroom nor correspondence instruction.

High School students, and also private students, who are completing the requirements for Grade XII standing under the regulations of the unrevised High School Programme will be permitted to write on Grade XII subjects without having taken classroom or correspondence instruction. Such students may be advised regarding their standing on the results of such examinations but they shall not be granted credits under the credit system.

READ THIS!

IMPORTANT NOTICE RE THE THIRD-YEAR HIGH SCHOOL PROGRAMME

Under Regulation No. 1 on page 15 of Bulletin 1, a student who has taken high school instruction for a period of at least two years may take instruction in English 3, Social Studies 3 and as many as three (3) academic or commercial electives, provided always that such student has the required standing in the necessary prerequisites.

But only students who have complete standing in Grades IX, X and XI of the unrevised high school programme, or who hold sixty-five (65) credits under the regulations of the revised high school programme, will be permitted to take five (5) third-year academic electives or four (4) third-year commercial electives.

All other students are bound by the regulations restricting them to three academic electives, or to three commercial electives, in one year.

IMPORTANT NOTICE RE PREREQUISITES FOR THIRD-YEAR MATHEMATICS

During the year 1939-40, "B" standing in Algebra 1 will be regarded as a sufficient prerequisite for Algebra 2, or for Trigonometry and Analytical Geometry, or for both.

For the current year only this regulation supersedes the last clause of Regulation 2 (b) on page 15 of Bulletin 1.

Students who have standing in Algebra 1 but not in Geometry 1 are warned that if they take either or both of the third-year electives in Mathematics this year, they will still be required to secure standing in Geometry 1 before they can qualify for complete matriculation standing.

FURTHER CORRECTIONS OF BULLETIN 1.

Page 11—Regulation 4 (c): Add the words: "unless such students forego their credits in General Mathematics 1".

Page 11—Regulation 5 (c): Add the words: "unless such students forego their credits in General Science 1".

Page 16—Regulation 3: Strike out the word "elected" in the third line and in the fourth line of this regulation.

The point is that credits for English 3 and Social Studies 3 are to be counted in the fourteen (14) credits required for third-year subjects, and that credits for English 2 and Social Studies 2 as well as for English 3 and Social Studies 3 are to be counted in the fifty (50) credits required for second-year and third-year subjects together.

Second-year subjects are those only that are listed on page 12 of Bulletin 1. Third-year subjects are those only that are listed on page 14 of Bulletin 1.

RE TYPEWRITING 1a

The number of periods per week for Typewriting 1a is three, but these periods must be used for instruction by the teacher. Periods used merely for practice by the student without the teacher's direction or supervision cannot be counted as instruction periods. Throughout each instruction period there must be one machine for each student. If there are more students in the class than there are machines, the number of instruction periods per week must be increased proportionately.

SCHOOL BROADCASTS

Because of unforeseen difficulties in completing arrangements for the use of a suitable hour for the school

broadcasts the Department cannot yet announce definitely when the series of school broadcasts will be resumed for the season. It is expected, however, that arrangements will be completed satisfactorily before the beginning of November. A further announcement will be made on Tuesday, October 17, over the Alberta Educational Network, including Station CKUA, University of Alberta, Edmonton, Station CFCN, Calgary, and CJOC, Lethbridge. Teachers and pupils are asked to listen in for this announcement on Tuesday, October 17, at 2:10 p.m.

GRAMOPHONE RECORDS FOR THE FRENCH 3 TEXTBOOK

Gramophone records are available for some of the material in the textbook in French Grammar and Composition by Travis and Travis, entitled "Cours Moyen de Français," Part 1. Teachers who are interested should direct their inquiries to Clarke, Irwin & Co., Ltd., 480 University Avenue, Toronto.

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A New Appointment

THE A.T.A. finds it a pleasure to tender its congratulations to Mr. John West Chalmers, M.A., who was recently appointed by the Department of Education as Director of the Correspondence School Branch for the Province of Alberta.

Mr. Chalmers was born in Winnipeg in 1910; was educated at the Virden Public School and Collegiate Institute; and in 1931 graduated with honours from the University of Manitoba. He attended the University of Alberta School of Education, and was granted the High School Teaching Certificate in 1932. Continued post graduate studies brought him the degree of M.A. in 1935. His thesis for this degree, "A Study of the Effective and Recognized Vocabularies of Alberta Students in Grades VII to XII", was adjudged a fine piece of research; and almost immediately excerpts from it were embodied in the Alberta Course of Studies. Mr. Chalmers has also completed most of the work for the degree of B.Educ.

Few teachers in this province have taken a larger number of courses at summer school than has Mr. Chalmers. His efforts in this direction have brought him the following: High School Instructor's Certificate in Physical Education.

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Mr. Chalmers has had five years' experience teaching in Manitoba and Alberta. He has had considerable experience as substitute teacher for the Edmonton School Board, and for five years took charge of the Vacation School conducted in Edmonton. He spent a year as publicity manager for the Institute of Applied Art, and has written the following works:

Some Experiments in General Science.

Latin America, Yesterday and Today.

The Romance of New France.

Loyalists and Habitants.

The Building of the West.

Modern Empire Community Growth.

In 1938-1939 Mr. Chalmers was President of the Holden Local A.T.A., and Vice-President of the Holden Inspectorate School Festival. He was instrumental in founding the inspectorate reference library.

In 1938 Mr. Chalmers married Miss Dorothy A. Niddrie, B.Sc., who was herself a teacher. This summer a son was born to them.

The A.T.A. feels that felicitations are due the Department of Education for selecting a man who possesses such eminent qualifications. Still in his twenties, Mr. Chalmers is, we feel, sure to develop rapidly, and become a highly efficient and valued official of the Department.



Mr. John Chalmers, M.A.

FURTHER EXERCISES IN SPEECH TRAINING

By MR. LESLIE BARSON, Edmonton

A. Breath.

1. Inflate one cheek—then both cheeks—release with gasp.
2. Tire puncture—ssssss—(one breath)
3. Machine gun—brrrrrrr—(one breath)
4. Pipe smoking—puff-puff. —Later blow smoke rings steadily towards ceiling.
5. The Rocket—click fingers for match striking. Then swoop up with arms for rocket flight taking deep breath. Clap for explosion. Point finger saying "See-ee-ee" following rocket down and exhaling. On the last gasp yell, "Wotta beauty".

B. Resonance.

1. Cannon—Bang-g-g as echo from different parts of the room.
2. Blacksmith shop—bellows whoo-who-who from the whole group. Then tink, tink, tink, bink, bink, from two groups (teacher indicating the beat) for anvil sounds.
3. All day sucker—yum-m-m-m. Let the tongue roll around the lips.
4. Ding-dong—imitate chime clock.

C. Muscular Practice.

1. Pull faces like Dokey, gangster, Santa, etc.
2. Stick out chin like confident boxer.
3. Yawn and stretch—later have one child at front to yawn in an effort to make others yawn. Anyone who yawns is the next "it".
4. Cluck to horses as teamsters do.

D. General.

1. Lip reading. One child says the first line of a Mother Goose rhyme soundlessly. Class guess.
2. Read a selection well-known such as "The Tiger and the Brahmin" having different members of the class supply the speeches with the suggested expression.
3. Talk like Grumpy, teacher, judge.
4. Saw wood—shh shh shh for the cutting—crack-k-k for the felling.
5. Radio announcers—assign an evening to listen for any advertising announcement. The children are to say it as much like the radio as possible.
6. Pull faces of surprise, determination, thought, etc.
7. Give the expression of a hopeful picnicer, a worried sailor, a comfortable homebody, a kite flier to the remark "the wind has risen".
8. For "th" try purposeful lisping such material as—"I wish I was a fish
A-swimming in the sea."

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The Challenge

By MR. DOUGALD S. ARBUCKLE, Edmonton

IN A RESTLESS world today we find a restless youth, and as John P. Citizen looks at the climbing numbers of juvenile delinquents he echoes the oft heard cry, "The home has failed—the church has failed—the school has failed!" These accusations do not come without cause, and we, representing the school, must face the facts and take up that challenge—"Have we failed?"

Canada, like much of the rest of the world, is in a sad state today. We cannot blame the youth for that, but the youth can rightly blame the adults. Why have adults watched their country drift more and more deeply into the morass of depression and hunger and disillusionment? Might it not be because their education, when they were the youth of the nation, consisted of driving into their heads thousands of supposed facts, the great majority of which were useless? Did their teachers realize that the basic purpose of a school is to assist in developing a good citizen, not in turning out a number of mechanical robots? Did their teachers understand what a good citizen is? Or did they think of a good citizen in the smug term? Did their teachers understand that if a youth is to be a real citizen of his country he will be one who uses the gifts with which he was born? He will learn to use his eyes and his ears; he will learn to reason; he will learn not to accept things blindly, but will analyze them carefully; and so he will not immediately believe everything he hears and reads; he will learn not to be a gullible prey for suave smooth talking gentlemen; he will learn how to question; he will learn that, although all that glitters may not be gold, there are many men who think only of that gold, and he will be on the watch for those men; he will learn that he lives in a democracy, and that he must think in terms of the people, not of himself; he will learn how to use carefully that symbol of democracy for which our ancestors fought—the right to vote; and he will learn how to guard that right jealously; he will learn that just because he lives in a democracy, he cannot sit back, happy and content and say, "Everything is just wonderful."

These are but a few points which the youth who is to be a good citizen must learn. Did the adults of today learn them? We need not look far to get the negative answer. And who was to blame for that? The adults who came before them, of course!

Far too many Canadian teachers seem to think that their job consists of getting a child to read without error, to write with a beautiful hand—in short, to know his three R's. These are essential of course, but what good is a beautiful writer if he is going to learn to write other people's names on the

back of cheques, or an excellent reader if he is going to use his voice to make fools out of the public—a public who could not be made into fools if they had had the right education.

The teacher has a tremendous power and he can mould the child into a good citizen—in the fullest meaning of the term. Naturally, if the home does not co-operate, the fight will be a hard one; but it can yet be done.

However, the catch is that teachers are still graded in an antique manner, and if a teacher's rating (and his job) depends on a student's knowing memorized facts, naturally the teacher will concentrate on those facts. Our inspectors and supervisors must be men who realize that the vital factor of teaching is something that they cannot immediately put their finger on: it is the spirit of the room, the sense of self-discipline, of curiosity, of good citizenship. The method of grading a teacher as fair, good, or excellent after a visit of one hour is outdated and absurd. Alberta has come far in the last few years in the field of education, but there is plenty of room for improvement.

Well, there we are. Are you, as a teacher, moulding the youth so that they will really be democratic citizens who will build a Canada as it should be, or are you turning out smug self-satisfied creatures who have eyes and ears, but cannot see or hear what goes on around them. The next time you hear the statement, "The school has failed", what can you say? Have you failed?

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Association Announcements

FOR PARTICULAR ATTENTION OF LOCALS:

Mimeographing to Accommodate Locals

At the last meeting of the Executive of the A.T.A. there was considerable discussion regarding the facilities which we could place at the disposal of Locals in the way of supplying them with letterheads, notice forms for meetings, etc.

The General Secretary-Treasurer reported that the equipment and staff was now sufficient to take care of the needs of Locals in this regard—that is, within reason—and that such Locals as desired to have letterheads sent out from the Office could be accommodated. For example, locals desiring letterheads could order 100 or 200 or more with the same heading as that used by the A.T.A. Central Office, or one with a design similar to the top part of this page, with the name of the Local printed thereon. The following is the resolution adopted:

RESOLVED, that the various Locals be notified that the facilities of Head Office be at their disposal for mimeographing, etc., and that they be notified that they are at liberty to use them, but that a charge will be made at a minimum cost of labor and material only.

* * * * *

IMPORTANT

Kindly see that Head Office is notified immediately of any changes in the Executive of your Local or Sub-local.

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NOTICE TO NEGOTIATING COMMITTEES

The following resolution was passed by the Provincial Executive at their last meeting:

RESOLVED, that the Executive is in favor of the district representatives being *ex officio* members of the negotiating committees within their respective areas, and of the Executive officers being *ex officio* members of all negotiating committees.

The reason for the resolution was as follows: There were certain cases (very few) where the District Representative when teaching in a division had been appointed a member of the Salary Negotiating Committee and was confronted with the contention that the District Representative or the officer of the Provincial Executive was not entitled to be an agent representing the teachers. This contention, of course, is somewhat obsolete. It was felt that it would be an additional security to all locals if no difficulties were encountered, when, during time of stress, they want to utilize directly the services of the Provincial Executive. It is therefore suggested that every local embody this requirement in their constitution and formally adopt it at the earliest possible opportunity—possibly at the fall convention when a general meeting is held.

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A.T.A. LIBRARY

The following books are at present on the shelves of The A.T.A. Library and may be obtained by writing to The A.T.A. Library, Imperial Bank Building, Edmonton:

SOCIAL STUDIES:

Evolution and Economics of Transportation—A. G. Steinberg and J. W. Hopkins.

Men who Played the Game—Archer Wallace.

The History of Trade and Commerce (with special reference to Canada)—Herbert Heaton.

Changing Governments and Changing Cultures—Harold Rugg.

New Russia's Primer—M. Ilin.

READING:

Reading and Study—Gerald Yoakam.

Reversal Tendencies in Reading (Causes, Diagnosis, Prevention and Correction)—A. I. Gates and C. C. Bennett, (Paper Cover).

Silent Reading: A Study of Various Types—C. H. Judd and G. T. Buswell (Paper Cover).

Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children—May Lazar.

The Teaching of Reading—36th Yearbook of the National Society for the Study of Education.

The Iowa Plan for Directed Study Through Work-Type Reading—Department of Public Instruction, Iowa.

SCIENCE:

Science in General Education—Report of the Committee on the Function of Science in General Education. Commission on Secondary School Curriculum. A Publication of the Progressive Education Association.

The Theory and Practice of General Science—H. S. Shelton.

The Teaching of Biology—W. E. Cole.

The Philosophy of a Biologist—J. S. Haldane

MATHEMATICS:

Primary Arithmetic Through Experience—Clark, Otis, Hatton.

The Teaching of Algebra—7th Yearbook of the National Council of Teachers of Mathematics.

THE ACTIVITY MOVEMENT:

The Activity Movement—33rd Yearbook of the National Society for the Study of Education.

The Activity Movement—Clyde Hissong.

The Essentials of the Activity Movement—W. H. Kilpatrick (Paper Cover).

The Activity Program—A. G. Melvin.

MISCELLANEOUS:

The Problem Child in School—Mary Sayles.

Employment Research—L. C. Marsh.

Orientation in Education—Edited by T. H. Schutte.

Social Organization—C. H. Cooley.

Teaching Creative Writing—Lawrence H. Conrad.

My Pedagogic Creed—John Dewey (Paper Cover).

Life and Growth—Alice Keliher.

Intelligence Testing, Methods and Results—R. Pintner.

Tests and Measurements—Smith and Wright.

The Family, Past and Present—B. J. Stern.

Creative Expression—Edited by G. Hartman and A. Shumacker.

* * *

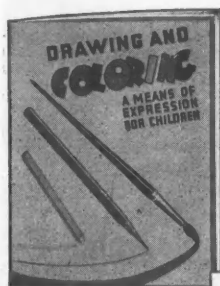
Please note the following regulations concerning postage on library books:

The rate on books circulated within the limits of the Province by authorized libraries is now 5c for the first pound, and 1c for each additional pound, the limit set to the weight of parcels remaining as before. This generous reduction in the postal charges makes book service to rural readers possible on a scale that has hitherto been impossible.

Under the regulations, the issuing library is required to pay both outgoing and return postage when the book is sent out. The reverse side of the wrapper will carry a franked label for the post-free return of the parcel by the reader.

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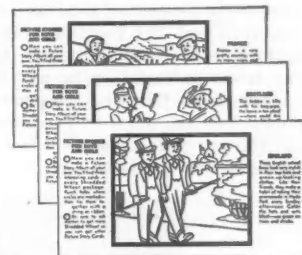
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THE NEW SUPERINTENDENTS

CARL B. JOHNSON, B.Sc.

Superintendent, Grande Prairie Division No. 14

DURING his career in the educational field, Mr. Carl Johnson has covered a great deal of Alberta territory. Upon graduating from the Provincial Normal School at Calgary, he obtained his first teaching position in the Three Hills area. A year later Mr. Johnson registered at the University of Alberta and was graduated in 1933 with a B.Sc. degree and a School of Education diploma. During the University holidays he taught summer school in the Lac la Biche territory. Following graduation, Mr. Johnson accepted a teaching position in Bon Accord for one year, from whence he went to Vermilion for two years. There followed a period of principalship in the Claresholm School, terminated by his appointment to the position of Superintendent in the



Grande Prairie Division No. 14.

During his teaching days Mr. Johnson held the position of Secretary of the Vermilion Musical Festival Association and President of the Vermilion Amateur Athletic Association. While in Vermilion he also helped to organize a local of the A. T. A. Carrying the good work to Claresholm, Mr. Johnson held the office of President of the Claresholm Sub-local for two years and the office of President of the District Local for one year.

ROBERT WARREN, B.A.

Superintendent, Acadia Division No. 8

ALTHOUGH born in England, Mr. Warren is an Albertan by upbringing, having received both his public and high school education in Macleod, Alberta, and his normal school training in Calgary.

Mr. Warren elected to take his university work at the University of British Columbia and was graduated from that institution with a B.A. degree. At present he is working toward his Master's degree from the same University.

However, Mr. Warren's teaching experience was gained exclusively in Alberta schools. After four years of rural school teaching, the principalship of the Milk River Consolidated School was offered to him. Following a year at Milk River, Mr. Warren spent five years as Vice-principal of the Innisfail School and three years as Principal of the Lacombe School. This year Mr. Warren moves into the inspectorial field, and we wish him every success.

JAMES P. WHITE, B.Sc.

Superintendent, Pembina Division No. 37

MR. JAMES P. WHITE was born in Winnipeg, but obtained his public and high school education in the Calgary schools. In 1915, he interrupted his high school work to join the 89th Battalion and served overseas until the Spring of 1919. Upon his return from Europe, Mr. White worked with the Bennett & White Construction Company for three years before attending the Provincial Normal School, Calgary. After teaching for a few years in rural and urban schools of Alberta, Mr. White began his university work at Queen's University. However, this university work was not completed, as Mr. White accepted a position on the High River High School staff and remained there for six years. Resuming his studies, Mr. White obtained his B.Sc. degree from the University of Alberta and took post-graduate work at the University of Washington. Thereafter he was appointed principal of the Consolidated School at Coaldale, from which position Mr. White resigned to accept the superintendency of the Pembina School Division, No. 37.



ROBERT WARREN, B.A.

Prepare for EDUCATION WEEK, November 5 -11, 1939

HARRY T. SPARBY, B.Sc., M.A.
Superintendent, Athabasca Division No. 42

MR. SPARBY was born in Alberta and obtained his public, high, and normal training in the schools of Bawlf and Camrose. Following graduation from the Normal School, Mr. Sparby taught for five years in the rural schools. This work was temporarily abandoned while Mr. Sparby attended the University of Alberta, from which institution he obtained a B.Sc. degree in 1933, a High School Teacher's Certificate from the School of Education in 1935, and his Master of Arts in 1939.

For the last six years Mr. Sparby has been principal of the Grande Prairie High School, and during this period was



active in local A. T. A. work in the Peace River and Grande Prairie areas. In 1937 Mr. Sparby was elected to the A.T.A. Provincial Executive as District Representative for N.W. Alberta. He was serving for the third consecutive year on the Provincial Executive when the appointment to the superintendency of the Athabasca Division made necessary his resignation. His associates on the Executive deeply regret Harry's official severance from us, but what is our loss is the Department's gain. In the ordinary way one hears little about a teacher's capabilities; when little is said it is safe to assume things are running smoothly—otherwise there would soon be "kicks" registered. However, in the case of Sparby of Grande Prairie this exception proves the general rule. Ever since he graduated from the School of Education in 1935, one heard from here, there and elsewhere in the north country of an outstanding teacher and High School Principal, one able to get all his students through, carry his staff with him and generally to inspire confidence of School Board and parents. Our experience of him as a member of the Executive fortifies us in assurance that he will make an A1 success in his new work. We always think of Sparby as seldom entering into debate but very effective when he does so. A man of sterling integrity, a brilliant student, a splendid teacher, a deep thinker whose judgments are shrewd and reliable, quiet and unostentatious—yes, a real, manly man even though not so old.

The Department is to be congratulated on their choice.

ARCHIBALD B. EVENSON, B.Sc.
Superintendent, Taber Division No. 6

BORN in St. Paul, Minn., in 1905, Archibald B. Evenson moved with his family to Alberta at an early age. He received his public and high school education in the



Medicine Hat district. He entered University in 1923, but the following year chose teaching in preference to university work, and attended Calgary Normal in 1924-25 and was Assistant Principal of Schools at Tofield from 1925 to 1928. In 1928 Mr. Evenson returned to the University of Alberta and received his B.Sc. in Arts degree in 1931. He went to Banff in 1931 and was on the High School staff from 1931 to 1934. In 1934 he was made Principal of the Banff Schools, serving in that capacity until he received his appointment as Superintendent of Schools for the Taber Division No. 6.



HUGH R. ROSS, B.Sc.
Superintendent, Rocky Mountain Division No. 15

A New Appointment

MR. W. D. McDougall, M.A.

A FINE addition has been made to the Normal School staff in the person of W. D. McDougall, M.A., who takes up duties this term at Calgary. Mac is just that type of Scotsman born to succeed and rise to the top—tactful until one really gets to know him, not too dour yet,



rawboned but strong in wind and limb, an independent thinker, of sound judgment, and of considerable intellectual calibre—all in all one who possesses ability and inspires confidence which neither by act nor word is ever found misplaced. The Edmonton Normal Practice School staff parts with their Principal with deeply felt regrets which are echoed and re-echoed everywhere amongst his past colleagues on the Edmonton Public School Board staff.

Teachers who have been fortunate enough to enjoy one of his addresses at the Fall Conventions need nothing to be said here testifying to his thoroughness and

his grasp of a subject he undertakes to master, or of his capability as an instructor. They may suspect that Social Studies is his pet hobby; that may be so, but the writer well remembers years ago witnessing at a teachers' convention (wasn't it at Grande Prairie?) where W.D. stole the whole show with his pots, pans, tin cans, glass and tin tubes, sticks, stones, etc., *ad infinitum*, demonstrating his home stock of general science equipment used in his school at Sexsmith, not one piece of which had ever graced the shelves of a school supply house. Yes, and every bit of apparatus actually worked one hundred per cent. He is co-author with Gilbert Paterson of two text books on Social Studies: "Our Empire and Its Neighbors" and "The World Today", and for two years he was Editor of the "Teachers' Helps" section of *The A.T.A. Magazine*.

We wish him well in his new sphere; we know our wishes will come true.

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C.T.F. NEWS

PROGRESS IN BRITAIN

On August 17, 1883, the British Parliament passed an education vote for £20,000. In July, 1938, 105 years later, the British Parliament passed an education vote for £68,000,000. Commenting on these figures, Sir James Peck, Secretary of the Scottish Education Department, said they reminded him of a saying of one of H. G. Wells' heroes, Mr. Tom Smallways: "This 'ere progress seems to keep going on".

PRAISE AND AFFECTION

If every parent realized that praise, affection, and consistency of discipline are as necessary to a child as good physical care; if every teacher in every classroom realized that the protection of self-respect is a major part of the educator's job, we'd have a more secure, healthier-minded and happier group of men and women in the next generation.

Dr. George H. Preston.

POLITICAL RIGHTS AGAIN

We noted recently at the Rural Teachers' Section of the Ontario Educational Association a discussion during which it was stated that serious consequences might face teachers who took an active part in politics. One man said from the floor that he knew of actual cases where rural teachers had lost their jobs for openly supporting a political party which did not find favor with the majority of the trustees in the district. "As far as the law goes we can support whom we please," he continued, "but actually we must be content to sit idly by without voicing our political opinions for fear of antagonizing trustees who hold the power of firing us."

AND THEY WANT TO CUT EXPENDITURES FOR SCHOOLS

Total sales of the five cigarette leaders in 1938 aggregated about 133,000,000,000 as follows: Camel, 43,000,000,000; Lucky Strike, 38,000,000,000; Chesterfield, 35,000,000,000; Philip Morris, 9,000,000,000; Old Gold, 8,000,000,000. The total figure for 1937 was 141,000,000,000.

TEACHERS' SALARIES

In practically every Province of Canada the question of teachers' salaries is a live one. Recently we noted a letter in the Halifax Herald. The writer presents a good case; we quote from his letter the following:

"I suggest the following legislative objectives as the first step to a living wage:

1. All teachers now licensed to go in N. S. Teachers' Union at once. Failure to do so to result in cancellation of license.
2. Union fees to be deducted from grants in the same manner as for Pension Fund.
3. Transfer of power to license teachers to teachers' own examining body as in case of Barristers' Society.
4. Teachers' own organization to have authority to suspend or cancel license for unethical practices.
5. All schools to employ only teachers licensed in accordance with above or forfeit grants.
6. Teachers' Union—once above authority attained—to immediately set up an equitable salary schedule for different classes of licenses. Any teacher offering to teach for a salary below union schedule to be at once suspended under provision (4) above.

I suggest the above as a tentative objective only. Amendments to the Education Act should be sought by the Nova Scotia Teachers' Union without any reference to other parties."

FREE SCHOOL BOOKS

The vigorous campaign conducted by the Labor Party for free school books in the public schools of Eire has at last borne fruit. The Minister of Education is spending, next year, over \$80,000 as a contribution toward the cost of supplying books to children whose parents are unable to pay for them. The decision as to which children are entitled to benefit will be left to the discretion of the trustees and teachers.

BIGGER SCOTTISH GRANTS

Public education in Scotland will require about \$45,000,000. Of this sum \$5,800,000 is for teachers' superannuation, being an increase of about \$450,000. There is an increase in practically every department.

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THE ARCADE

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THE ORGANIZATION FOR READING IN DIVISION I

By DR. DONALDA DICKIE

Provincial Normal School, Edmonton

THE Enterprise School has two tasks to perform: it seeks to train the pupils in social behavior by the experience or enterprise method and to teach the common skills by instruction and drill, considerably less formal and more efficient than it used to be. For both purposes, the organization of the school in three divisions rather than in nine grades is an advantage. The average division forms a group sufficiently large and varied to provide normal social experiences and to allow for the grouping and regrouping of individuals according to their needs that efficient training in the skills demands. The rural school is, from this point of view, the ideal teaching unit, offering both a greater range of personality and greater freedom of contact. A second important advantage of the Division is that it helps the teacher to think of his pupils not as members of this grade or that, but as individuals. In rural divisions, or in the city grades, no teacher has a right to call himself progressive until he has trained himself to think of his class as made up of children, or of boys and girls, or of adolescents. Regarding them in this way frees his hands from many petty restrictions, enables him to make much more use of his knowledge of psychology, makes him less a teacher and more an educator.

Thinking of his primary group not as grade one, grade two, or grade three, but as children, the teacher considers their individual needs in the matter of reading. The general need is the same: to learn the trick of reading and by practice to acquire sufficient skill in using it to enable them, in Division Two, to use their ability as a tool to get information and pleasure. As far as the teaching of reading is concerned, it is of no moment whether the pupils are just beginning school or have been there one, two, or three years; the only thing that matters is the degree of skill in reading they have attained. A survey of the average division made upon this basis will reveal four groups: Beginners who are not ready to learn to read; beginners who are ready to learn; good readers, and poor readers. The ready and the not-ready have been described in a previous article. The good readers are those who have learned the trick of reading and who have developed, or are developing facility in the use of it. Normally, there will be both second and third year pupils in this group. The poor readers are those pupils who, although they have been in school one, two, or even three years, have not yet learned the trick or who, if they have, use it as yet very awkwardly and inefficiently. Each of these groups has a different need and requires different treatment.

The good readers have "caught on" to the trick. They know that the words and phrases are symbols, that each has a meanings and that when you put the meanings together they make a story. Good readers can look at a group of symbols and think the meaning. This is the trick of reading. If a child can do it, he can read. Even if he knows the meanings of only a few symbols, he can read. Quick-witted, mature children "catch on" to that trick in a few weeks, even in a few days. A clever child speaking English and French with equal facility in the home, was taught to read French before coming to school. Almost at once and with practically no teaching she read English. The trick is the same in any language, in music, in telegraphy. Once he has learned it, the pupil knows how to read. He needs, therefore, no more teaching upon this point. What he needs is a great deal of practice in using the tool he has discovered and brief periods of "element" drill to condition it. The poor readers, on the other hand, having failed to learn the trick, or performing it very awkwardly, need to be taught it; that is, they need to be shown how to perform it, helped to perform it, slowly and carefully, over and over again, until they really do "see" it. Once they have grasped the point, they need a great deal of "element" drills to develop facility in the many accessory skills of reading

and as much "whole process" practice upon very easy materials as they have time for.

The successful acquirement of any skill involves three things: an understanding of the essential principle involved; that is, the learner must grasp the point, or "catch on to the trick"; practice in using the skill as a whole and for its normal purpose; and practice in the different accessory skills that make possible a smooth and effective performance of the whole. For example: In order to become skillful at tennis, the player must first understand what he has to do. He must learn the rules of the game, the knack of handling his racquet, tossing the ball up in order to serve, placing the ball in the proper position for his opponent. Having thus "learned" to play tennis, he must, if he wishes to become a good player, have two kinds of practice. He must play the game as a whole as often as he can and, in addition, he must give himself as much "element" drill as possible. He must spend hours by himself practising over and over again now one stroke and now another, a turn of the wrist, a position of the feet, the legs, the body, the placing of the ball in a certain position in his opponent's court, innumerable accessory skills that, when used together, make up a superior game. The famous baseball pitcher, the great musician, the neat-handed carpenter or machinist, the good reader, all acquire their skill in the same way. A very large number of our failures in reading result from the fact that the teacher does not understand this need for two kinds of drill. Many teachers never give drill of either kind, they just TEACH reading. If the pupil does not read very well, they TEACH him again how to do it; if he still does not improve, they continue to teach him the trick. The chances are that he learned it long ago, perhaps within the first month of his being at school, but he cannot acquire facility without practice. It is not the teacher's fault that he knows only HOW to teach reading and not at all how to give the necessary practices; the demonstration lessons that he sees and the practice lessons that he teaches in Normal School are, ordinarily, teaching lessons. Much more needs to be done in training teachers to supervise "whole process" practice and to give "element" drill in reading. Fortunately, the experienced teacher has developed his technique of teaching and can use it for these purposes, once the need has been pointed out to him.

"Whole process" drill is given in the directed reading period. This reading group may include both the good and poor readers from any or all grades in the school. The purpose is to read for pleasure, or information, as the reader prefers. The material is any book or passage that the pupil wishes to read and can read easily. Good readers often enjoy books far beyond their age level, but poor readers generally ask for, and should be given, material that is easy for them. If the whole school has silent reading practice together, the readers may be allowed to sit in any part of the room where they are comfortable and have good light. As they read, the teacher moves from one to the other, answering hands raised to indicate that help is needed, asking questions to test comprehension, and listening to brief passages read aloud quietly. He should be careful not to give all his attention to the poor readers, but to spend part of the time discussing an interesting fact or delighting in a new idea with his good readers. Half an hour a day is little enough for this kind of reading practice; the teacher should try to provide that much. The difficulty in most schools is to secure enough interesting and properly graded books for this purpose. This is not the place to discuss ways and means of getting the books, but a graded list of suitable ones is appended to this article.

"Element" drill is taken in class and usually upon the blackboard. The same elements of reading skill are dealt with and the same methods used in the good readers' group as with the poor readers. It may be possible for the teacher to take both together for this work also. In general, however, better results will be secured by taking these groups separately. The lesson is of the drill type: ten to fifteen

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minutes of concentrated attention upon one or two elements. In the primary grades, the elements to be drilled lend themselves to the game treatment and most teachers use it. The elements or accessory skills of the reading process to be practised are:

Moving the eyes from left to right along the line of print in long, rhythmic eye spans. For this purpose print on the blackboard a brief story with easy words arranged in groups of generally equal length. The story should tell of some interesting or exciting event. The teacher should ask a question and give the pupils a reasonable length of time to read the passage silently and find the answer. Having the pupils sit with their books open at an easy passage, look down and get an eyeful (a group of words), and look up and say it, is another good exercise for improving eye movement. Teacher and pupils reading aloud softly in concert, the teacher reading slowly, grouping carefully, and making a longish stop after each group is good practice for eye movement with poor readers. The teacher should not read too slowly, or stop long enough to spoil the sense.

Getting the meaning from the context is the second important skill in which the pupils need practice. The teacher places on the blackboard sentences containing a single new word, the meaning of which is made fairly clear by the context. The pupils read the sentence silently, guess the word and then read orally. This is a delightful game and a skill which most children develop very rapidly.

Word perception practice involves a great many different accessory skills each with fascinating exercises for practice. It includes: the study of words to note clues, as the rising letters in "thanks," the dropping letters in "grape"; "o", "i", "t", "x", "y" are good clue letters; matching words for likenesses and comparing them for unlikenesses as in work book exercises; building lists of like and unlike words; dividing words into syllables and phonograms; examining them for common parts; building lists with common parts; covering, framing, underlining common parts; making out the pronunciation of words by sounding them; arranging words in a given order (involves matching); re-arranging groups of words to make sentences; all these give practice in needed skills and each one makes a jolly lesson. TEACH phonics in the speech training lesson and apply them in the reading lesson. Give the pupils practice in recognizing the words in the Gates' List.

Sentence and paragraph comprehension are important skills that with poor readers need a great deal of practice. The teacher should ask a question, have the pupil read silently to find the answer, and give it in his own words. Begin with easy sentences and work the pupils up to the point where they can read a whole, if brief, paragraph to find the answer.

For good results, the primary teacher needs, then, four periods a day for reading: a "whole process" practice in which all the pupils who can read may join; a ten-minute "element" drill for good readers; a ten-minute "element" drill for poor readers, and a reading lesson in which the beginners who are ready and all those who have not yet learned how to read are taught to do so. Modern methods of teaching children how to read will be dealt with in the next article.

For all the drills and exercises described above, it is essential to use reading material that is easy for the reader. Material that has too many difficult words, or too complex sentences, shortens the eye span and undoes all the good work done in the element drill class. According to the Washburn grading scale, the High Roads Readers average three grades too high in difficulty. Do not, therefore, use them for your poor readers. If you have no other books and must use the High Roads, place them two grades up the scale; use the second and third books for the poor readers in Division Two. In both these books the selections at the end are easier than those at the beginning. Do not feel that you have to have the pupils read straight through any reader. Choose selections that you know will be easy and interesting for the pupil. And do not be afraid to stop teaching regular formal reading lessons; you will be delighted with the results of the directed reading period and the element drill class.

If you can get money to buy some new books, the following list may be useful.

EASY READING MATERIAL FOR PRIMARY GRADES

To assist teachers in placing their reading materials properly, the following list of books has been graded by the Edmonton Normal School Class of 1933-39, using the Washburn grading scale. In many cases more than one

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student graded each book. In a few cases, the gradings differed. In each such case the lowest grading of the book has been accepted. As, in our opinion, the Washburn scale, which is designed for story books, grades a reader high, we feel that this list will suggest books which are well within the reading range of average or even poor readers in each grade.

Most of these books may be obtained from the Alberta Children's Book House, Department of Education, Edmonton.

GRADE ONE

Graded List—

The Open Door by Wees (Gage Nelson)
It Happened One Day by Huber (Copp Clark)
Our Home by Waddell (Macmillan)
Peter's Family by Hanna (Gage)
Art Stories Book I by Whitford (Gage)
Down the River Road by O'Donnell (Copp Clark)
Good Companions, Our Pets by Hecox (Clarke Irwin)

Additional List Recommended for Grade One—

Bayley, Sally and Joe by Wees (Gage Nelson)
Little Friends by Dopp (Gage)
Dick and Jane by Elson Gray (Gage)
Playing With Pets by Pennell (Ginn)

Frolic and Do Funny, by Pennell (Ginn).
We Are Seven by Wilson (Clarke Irwin)
The Farmyard Books (Macmillan)
Two Little Indians by Dickie (Dents)
Play Out of Doors by Dickie (Dents)
Wiggle by Pennell (Houghton Mifflin)
At Home and Away by Smith (Gage)

GRADE TWO

Graded List—

Round About by Huber (Copp Clark)
Science Stories Book I by Beauchamp (Scott Foresman)
Alex and His Friends by Dearborn (Houghton Mifflin)
Health Stories Book I by Towse (Scott Foresman)

Additional List Ungraded but Recommended

for Grade Two—

Good Companions Comrades by Hardy (Clarke Irwin)
Susan's Neighbors by Hanna (Gage)
In Storm and Sunshine by Buckley (Gage)
The Book of Clothes by Pease (Nelson)
The Book of Heat and Light by Pease (Nelson)
Outdoors and In by Dopp (Gage)
Happy Holidays by Dickie (Dents)
Art Stories Book II by Whitford (Gage)
Picture Scripts (social studies) (Copp Clark)

LOCAL NEWS and Local Meetings

ANDREW

The first meeting this year was held at the Manawan School on September 15. Keen interest was shown by the attendance of an unusually large number of both old and new members. A variety of business was discussed, the majority of the time being taken up in the election of a new executive and the planning of a track meet. The following were chosen as the Sub-local executive: President, L. L. Kostash; Vice-President, Miss P. Wakaruk; Secretary-Treasurer, G. Filipchuk; Councillor, J. Tomashewsky. Following the meeting the teachers spent a very enjoyable evening as guests of Mr. and Mrs. P. Huculak. A track meet for schools in this sub-local will be held on September 27. The sub-local will meet again on November 20 at the Cadron School.

BELLIS

The teachers of the Bellis Sub-Local met in Yuma School, Bellis, on September 15 for the purpose of electing a new executive for the coming year. The following officers were elected: President, Mr. J. M. Repka; Vice-President, Mr. A. Petruk; Secretary-Treasurer, Miss E. Radyk; Social Convener, Miss May; Press Correspondent, Mr. J. E. Shubert; Councillor to the Executive of the Smoky Lake Division, Mr. P. Savitzky. The members have decided to hold a novelty dance at Bellis on October 18th. The next regular meeting will be held on October 20.

BOW VALLEY

The September meeting of the Bow Valley Sub-local was held in the Strathmore High School on September 19th. Mr. Eyres, the Secretary-Treasurer, read the minutes of the last meeting and the financial report for last year. Both reports were accepted as read. These officers were elected: President, Mr. Crowther; Vice-president, Mr. Hickey; Secretary-Treasurer, Mr. Eyres; Press Representative, Miss Grace Davis. The Fall Sports' Meet for Strathmore and District will be held in Strathmore on Saturday, October 7th at 10 o'clock.

Mr. MacLeod, Superintendent of the Strathmore District then led the teachers in a discussion of report card forms. The teachers are indebted to Mr. MacLeod for the time and effort he has spent investigating the best types of report cards. The arrangements regarding a Musical Festival then followed. These officers were elected: Honorary President, Premier Aberhart; President, Mr. M. MacLeod, Superintendent of Schools; Vice-President, Mr. G. M. Pettinger; Secretary-Treasurer, Mr. Crowther; Executive, Miss Grace Davis, Mr. Chamberlain, Mr. R. Eyres and Mr. Norman Ellis. The first executive meeting will be held on October 2nd at 7:30 p.m. at Mr. Crowther's home. The next Sub-local meeting will be held October 17th in Strathmore. Plans have been made for an interesting and helpful program. A delicious lunch was then served by the Strathmore teachers.

BYEMOOR-ENDIANG

The Byemoor-Endiang Sub-local held its first meeting of the term in the Byemoor Senior Room. The first part of the meeting was devoted to the election of new officers: President, Miss B. Newton; Vice-President, Mr. W. Ellerington; Secretary, Mrs. M. Keith; Councillor, Miss L. Peacock; Finance, Mr. D. Stevens and Miss A. Browne; Festival Committee, Mr. F. Willis and Miss B. Newton; Librarian, Mr. F. Willis; Programme Convener, Miss Lila Adams; Press Reporter, Miss E. Adams. This was followed by a discussion of the Annual School Sports' Meet. It was decided that Miss B. Newton give a paper on School Festivals at the coming convention. A discussion concerning projection pictures from the Department of Extension ensued. Mr. F. Willis and Mr. D. Stevens were appointed to make arrangements for the pictures to be shown in Byemoor and Endiang. The meeting concluded after the serving of a delicious lunch in the school.

CALMAR

A reorganization meeting of the Calmar Sub-local was held in the Calmar United Church on September 21st. We were glad to see a few new teachers in attendance. The main business of the evening was the election of new officers for the coming year. The following officers were elected: President, Mr. E. Westlin; Vice-President, Miss N. Blondheim; Secretary-Treasurer, Miss H. Erickson; Press Correspondent, E. A. Westlund; District Councillor, Mr. W. Karashowsky. Following the main business there was considerable time spent in preparing an agenda for the next meeting. No definite programme was arranged.

HAVE YOU REGISTERED?

If you have not registered since you entered a contract with your present District, as required by *The Teaching Profession Act, 1935*, as amended, fill in and return this form to the Alberta Teachers' Association, Imperial Bank Bldg., Edmonton.

There is no provision in the Act for employed teachers to make direct remittance of fees to the Association.

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Present School District..... No.....

When did you commence teaching in above District?.....193..... Annual Salary \$.....

Name of Previous School District..... No..... Address.....

When did you leave previous school?.....19.....

Permanent Certificate (yes or no)..... Class..... Signature.....

ranged, but all teachers interested were asked to be present bringing any ideas which they had or could gather pertaining to a "Christmas Concert". It was decided to have the next meeting in Calmar October 19th, at 8:30 p.m. The speaker is to be arranged for. All meetings thereafter will be held on the third Thursday of each month. At the conclusion of the meeting Mr. C. K. French, Secretary-Treasurer of the Calmar School Fair Association, gave a brief report on our recent School Fair which was held in Calmar on September 16. Cheques were issued to the various schools to cover the numerous prizes won in both Departmental and Agricultural classes. Remember teachers, your support is needed for a successful organization; so kindly be in attendance at our next meeting.

COLEMAN

Fifteen out of nineteen teachers attended our first regular monthly meeting of the Coleman Sub-local on September 19th. The following officers were elected for the coming year: President, Mr. D. Hoyle; Vice-President, Mr. S. Ondrus; Secretary-Treasurer, Miss L. Johnston; Press Correspondent, Miss K. Milne; District Representative, Mr. H. Allen.

CYPRESS

A meeting of the Cypress Local was held in the Assinibola Hotel on August 29th. Mr. E.

C. Ansley gave a report on salary schedules. This was followed by an election of officers. The officers elected for the coming year were: President, Mr. L. Fretts; Vice President, Miss D. Evers; Secretary-Treasurer, Miss J. Riley; Press Correspondent, Miss M. Donnelly; Executive, Miss L. Dempster, Miss C. Teel, Miss M. Starling, Miss H. Hawthorne, Mr. R. Jacka, Miss R. Gale, Mr. H. Jackson.

DERWENT

A special meeting of the Derwent Sub-local was held in Derwent School on September 9th. The purpose of the meeting was to discuss the School Fair which was to be held in Derwent on September 13. Committees were chosen to take charge of (a) School Section, (b) Agricultural Section and (c) Live Stock Section. The Derwent School Fair was held in Derwent on September 13th. The following schools participated: Angle Lake, Brierfield, Derwent, Dunn Lake, King George, Mary Lake, Meadow Ruryk, Slawa, Stanley, Yankee and Zora. There were 785 entries exhibited. The Department of Agriculture Diploma was won by Mary Lake School and the Department of Education Diploma was awarded to Derwent School, Junior Room. The individual scholarship was won by Blanche Snelgrove of Mary Lake School. The judges of the Fair were: Mr. Malaher and Miss Milne of Vermilion School of Agriculture, Inspector Hanocho of Two



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Hills and Mr. Magera, district agriculturist, Willingdon. The Fair was financed by Two Hills School Division No. 21, Ethelwyn Municipality, Ukraina Municipality, and Derwent Board of Trade.

The Fair was a great success in all respects. All the pupils went home with a firm determination to exhibit more entries and win more and better prizes next year. It was suggested that we organize a School Fair Association so that the responsibility would not rest entirely upon the teachers but on the parents as well.

EGREMONT

The first meeting of the Egremont Sub-local was held at Egremont on September 16th at the home of Mr. and Mrs. E. J. Anglin. The following officers were elected: President, Mr. Walter Chaba; Vice-President, Mr. Ivor Hughes; Secretary, Mr. E. J. Anglin; Press Correspondent, P. Kucher; Sub-local Councillor, J. K. Sherbanuk. It was decided that all regular meetings will be held on the first Thursday of every month until Christmas and on the first Saturday after Christmas.

ELNORA-HUXLEY

The Elnora-Huxley Sub-local held its first fall meeting on September 15 with Mr. Ward, President, in the chair. Officers to carry on the work for the year were elected: Mr. Ward, President, and Miss Dorothy Milne, Secretary-Treasurer, were re-elected, while Mr. H. Brooks was elected Vice-President and Mr. G. W. Lineham, District Representative. It was felt that while salaries, schedules, etc., were important, there were other considerations as important; namely, the interchange of views, aims and techniques of the classroom. With that in mind, the meeting decided to devote its next discussion to Art, especially Creative Art, and the matter of Time-tables suitable for rural schools. A Fall Track Meet was arranged and classes of competition drawn up, these to be sent to all the members of the Local.

HAIRY HILL

The members of the Hairy Hill Sub-local met at the New Hairy Hill School on September 16. Mr. Shavchuk spoke on Supervision of Reading. He outlined the different ways of reading and the errors made in oral reading and silent reading. Several pupils from grades I to VII were tested and diagnosed. Mr. Shavchuk showed how the methods by which these pupils were taught could be determined. After a very enlightening talk, the members voted unanimously to undertake the Study and Supervision of Reading. Already some teachers are reading the

books suggested by Dr. M. E. LaZerte for group study. The new executive consists of: President, W. E. Kostash; Secretary, P. Shavchuk; Vice-President, J. Eurchuk; Press Correspondent, M. Kulka and Councillor for the Local, J. Eurchuk. The meeting was finished off by a Weiner roast and a sing-song.

LETHBRIDGE

Lethbridge Local, Alberta Teachers' Assoc'n. enjoyed a very pleasant evening Friday, September 22nd, to honor Mr. and Mrs. C. E. Brandow. After forty-five years spent in the teaching profession, Mr. Brandow has retired after work well done. More than thirty-one years of this time had been spent in the Lethbridge schools, with twenty-eight years as principal of Fleetwood. Members of the School Board, teachers, and their wives joined to compliment this veteran teacher, and games, community singing and refreshments etc., were the order of the evening. Mr. K. F. Stewart was introduced by Mr. J. Laskie, President of the Local A.T.A., and reviewed the early years of teaching along with Mr. Brandow. Mr. J. A. Davidson, Principal of Central School, Mr. A. J. Watson, Superintendent of Schools, went back into the past and added interesting stories of their association with the guest of honor. Mr. Geo. McKinnon, on behalf of the teachers of this city, presented Mr. Brandow with a well-filled wallet. The reply covered some of the work done by the retiring teacher on behalf of the A.T.A. of which he was president at one time. He also commented on the number of pupils who had gone out from his school and the goodly number who had taken up the teaching profession, some of whom were present with him now. Mr. Brandow is in excellent health, and the teachers of the city and province wish him long life and happiness

in his retirement. The evening concluded with the singing of "Auld Lang Syne" and "God Save the King."

An Executive meeting of the Lethbridge Local Association of the A.T.A. was held in Central School on September 12th. The officers elected for this term are: Mr. J. Laskie, President; Mr. E. Johnson, Vice-President; Miss Hamilton, Secretary; Mr. P. J. Collins, Treasurer; and Mr. A. W. Rider, Press Representative.

A general meeting of the Local was held on Thursday, September 14th, and a resume of the business follows: Committees for the Convention to be held in Lethbridge on November 2nd and 3rd, were appointed. It was unanimous that for this term all meetings of the Local would be held at 4:30 p.m. instead of later in the evening. Treasurer's report was read showing a satisfactory term. Auditors were appointed.

LOUGHEED

A special meeting of the Lougheed A.T.A. was held in the Lougheed School on September 9th. The secretary read the minutes of the previous meeting and gave a financial report. The new executive members were elected as follows: President, Mr. N. Putnam; Vice-President, Mr. K. Porter; Secretary-Treasurer, Miss A. Mathison; Press Correspondent, Miss Hazel Lawrence. The next meeting is to be held on Saturday, September 30th. Agenda, a discussion on the Supervision of Reading led by Mr. Smith.

MYRNAM

The presence of sixteen teachers at the first meeting of the new term, indicated the prevailing desire of the Myrnam Sub-local teachers to get down to business in their customary manner. With the election of Mr. Wm. Teresio, president; Mr. N. Fookhay, Vice-president; Mr. Wm. Chorney, secretary-treasurer; Miss C. Gersluk, dis-

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trict representative; Miss R. Pawliuk, Mr. M. Meronyk, Mr. M. Yaworsky, programme and social committee, and Mr. J. Dubeta as press correspondent, assurance was given that the work would be conducted along profitable educational and recreational lines. Tentative preparations were formulated for putting into practice the results of the course in the Supervision of Reading with Mr. Yarowsky, who gave a brief prospectus of the work, in charge. All teachers promised co-operation in this new venture. Mr. J. Dubeta gave a detailed report of the Executive meeting which formulated plans for a convention to be held at Two Hills on October 12 and 13. A discussion revealed some existing grievances with which this convention hopes to cope successfully. Further preparations for the October 2nd School Fair were made. The question of Local dues was deferred until September 30th, the date of the succeeding meeting to be held at Beauvallon, as a policy of holding meetings outside of Myrnam was adopted. Outside disturbances have not dulled our zeal to pursue worthwhile endeavors. To all readers, greetings!

REDWATER-OPAL

At a meeting held on September 20th in the Senior Room of the Eastgate School, the Redwater-Opal Sub-local was reorganized. Now Fedorah School has joined this association. The following officers were elected: President, Mr. Wm. Wynnchuk; Vice-President, Miss Budd; Secretary, Mr. Van Klufas; Press Correspondent, Mr. Phillip J. Wacovich. Mr. Pasemko and Mr. Sywolos are to be a committee of two to look after our moving picture machine. It was decided to hold a dance at Egremont on October 13th to provide funds for the projection lantern. Mr. Bell informed us of the date of our Fall Convention. Later, he explained what the Schedule Committee had done during the holidays. A very interesting discussion followed which was led by Mr. Ivor Hughes. The highlight of the meeting was a tasty lunch served by our hosts Messrs. Klufas and Myrnon.

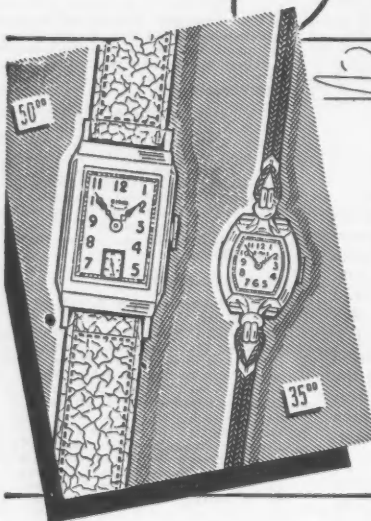
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On June 3rd the regular meeting of the teachers of the Battle River Prairie district was held in Buchanan Creek School. The main discussion of the evening concerned a School Sports' Day to be held on the Battle River Sports' Ground on June 9th. It was decided to purchase a shield for the winning school and also cups for the girl and boy with the highest number of points. It was agreed that teachers would be responsible for engraving their pupils' names on the cups and shield, should their school be the one to receive such honors. Refreshments were served at the close of the business meeting, and a pleasant social hour was enjoyed by all.

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